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GUIDE TO TEACHING READING AND LITERATURE, KINDERGARTEN - GRADE SIX.

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THE MADISON, WISCONSIN, CURRICULUM GUIDE FOR THE TEACHING OF READING AND LITERATURE IN KINDERGARTEN THROUGH GRADE SIX IS DIVIDED INTO THREE PARTS. PART 1 CONTAINS THE MADISON POINT OF VIEW CONCERNING READING AND LITERATURE IN THE ELEMENTARY SCHOOLS, AND PROVIDES FLOW CHARTS TO HELP THE TEACHER PERCEIVE THE TOTAL READING AND LITERATURE PROGRAM. GRADE-LEVEL EXPECTANCIES IN THE TEACHING OF READING ARE LISTED FOR THE AREAS OF WORD RECOGNITION, COMPREHENSION, ORAL READING, AND STUDY SKILLS. READING EXPECTANCIES FOR INTERPRETIVE SKILLS ARE ADDED FOR GRADES FOUR THROUGH SIX. FOR THE TEACHING OF LITERATURE, GRADE-LEVEL EXPECTANCIES ARE LISTED FOR THE AREAS OF LITERATURE AIMS, TYPES, AND ACTIVITIES. PART 2 INDICATES MORE SPECIFIC EXPECTANCIES FOR EACH GRADE LEVEL IN THE TEACHING OF READING AND LITERATURE. IN ADDITION, LISTS OF SUGGESTED MATERIALS FOR TEACHING LITERATURE--ONE EACH FOR GRADES KINDERGARTEN AND ONE, FOR TWO AND THREE, FOR FOUR AND FIVE, AND FOR SIX AND ADVANCED PUPILS--ARE PROVIDED. PART 3 INCLUDES SUGGESTED ACTIVITIES FOR DEVELOPING READING READINESS IN KINDERGARTEN, A FLOW CHART INDICATING FIVE LEVELS OF RATING THE QUALITY OF A READING INSTRUCTION PROGRAM, SUGGESTED ACTIVITIES FOR ENRICHING THE LITERATURE PROGRAM, A LIST OF THE NEWBERY AND CALDECOTT AWARD BOOKS, AND A SELECTED BIBLIOGRAPHY OF REFERENCES FOR THE TEACHER. THIS GUIDE IS A COMPANION TO "GUIDE TO TEACHING LANGUAGE ARTS, LISTENING--SPEAKING--WRITING." (SEE TE 000 083.) IT IS RECOMMENDED BY THE NCTE COMMITTEE TO REVIEW CURRICULUM GUIDES, AND IS NOTED IN "ANNOTATED LIST OF RECOMMENDED ELEMENTARY AND SECONDARY CURRICULUM GUIDES IN ENGLISH, 1967." (SEE TE 000 140.) IT IS ALSO AVAILABLE FROM THE MADISON PUBLIC SCHOOLS, P.O. BOX 2189, MADISON, WISCONSIN 53701, FOR $3.00. (MM)

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Guide to Teaching Reading and Literature

KINDERGARTEN - GRADE SIX

Prepared by the Reading and Literature Committees
of the Madison Public Schools

The Madison Public Schools
Curriculum Department
Madison, Wisconsin
1964

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

The Guide to Teaching Reading and Literature, Kindergarten-Grade Six, has been prepared by the committees of Madison teachers listed below. This guide is submitted to you teachers for use and critical evaluation. I am sure you will find many refreshing ideas and an abundance of source materials to aid you in helping our children grow in their ability to read and in their appreciation of literature. A modern reading and literature program recognizes its responsibility for making reading at any level a satisfying experience, one for which the child has been adequately prepared, and within which skills and appreciation have a maximum chance for development. The primary responsibility of the elementary school is to teach children to read, since reading is a necessary tool for all learning. Children are helped through literature to develop a sensitivity to ideas and ideals and to their own heritage. Children may develop a lasting enjoyment of literature if it is taught correctly. Our success in teaching the total language arts will be determined by how well we are able to develop in children the ability to read and listen intelligently and critically, and to speak and write clearly, accurately, and effectively.

We are grateful to all members of the staff who contributed to this guide.

ROBERT D. GILBERTS
Superintendent

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PREFACE

All the teachers of reading and literature in the Madison elementary schools have had opportunities to contribute to the development of this guide. Without their willingness to offer suggestions, the guide could not have been written.

Help was also derived from curriculum materials previously prepared in the Madison Public Schools, and from current trends expressed in textbooks, courses of study, and professional literature.

This guide provides a basic framework for the teaching of reading and literature. In a growing school system, where students frequently transfer from one school to another, allocations of suggested expectancies, learning experiences, and materials of instruction should help to give scope and sequence to the teaching of reading and literature. The guide recommends procedures, bibliography, and a philosophy of instruction.

From teachers' worksheets and discussions, the following generalizations can be made:

1. In the Madison point of view there are eight major divisions of the language arts: developmental reading, literature, listening, speaking, grammar and usage, writing, spelling and handwriting. The eight divisions are taught as situations arise; they are correlated with various units, or they are taught directly.
2. Reading is a highly complex mental process by which children get thoughts from printed symbols. Growth in reading is related to the physical, mental, emotional, and social development of the child. Many and varied experiences help to lay the foundation for learning to read. Thus reading and literature contribute to the wholesome all-around development of a child.
3. The reading skills must be learned in sequence. A child progresses from one reading level to the next in an orderly pattern at his own rate.
4. Children should learn to read critically in order to evaluate information, to solve problems, or to make sound judgments.
5. Pupils whose reading level is low should be given help as soon as possible, otherwise they may become discouraged by repeated failures, form poor reading habits, and develop poor attitudes toward reading and literature.
6. The teacher must enjoy literature so she can inspire the children.

This guide:

1. gives information as to reading and child development: methods, materials, grouping, the place of oral reading, the place of phonics in the reading program, experimentation in reading time allotment, and evaluation of the reading program.
2. gives the Madison point of view concerning what is good literature, the philosophy of teaching literature, an evaluation of the literature program and time allotments for all reading activities.
3. provides flow charts and expectancies by grade levels, to help the teacher determine the total reading and literature experience.
4. suggests reading lists in both poetry and prose, films and filmstrips, and extensive learning abilities and experiences.
5. provides scope and sequence to reduce overlapping and gaps in the learning experiences of children.
6. suggests various approaches to meet the problems of individual differences.

We extend our thanks to the committee, the chairmen, consultants and all teachers who assisted in the preparation of this guide.

ARTHUR H. MENNES
Curriculum Consultant

The Madison Point of View

Reading

WHAT IS READING?

Reading has been defined in many different ways. Perhaps the most common definition, and one with which most educators agree, is that reading is a process of securing the author's meaning from the printed or written page and reacting to it. Reading is a complex process which involves the physical, intellectual, and emotional aspects of our being. Reading is not a single skill, but is rather a group of many inter-related skills which must be applied simultaneously.

They are a part of the larger area of communication skills, and are closely related to those abilities necessary for effective listening and for oral and written expression.

Reading is more than the ability to recognize, pronounce, and state the meaning of printed words. It is even more than selecting the main ideas in paragraphs or stories. Reading in its highest state is the ability not only to comprehend the ideas presented by an author, but also to interpret them and integrate them with previous experiences. A child does not learn to read in one year nor in six. The process of learning to read effectively should continue throughout a lifetime.

READING AND CHILD DEVELOPMENT

The teaching of reading in our schools is consistent with our knowledge of the way children grow and develop. Research tells us that reading development follows the general principles of child development. We know that reading and child development are related in at least two ways: first, knowledge of the developmental patterns of children determines, to a great extent, what and how they should be taught; second, reading instruction influences child development by providing new interests, developing new abilities, and influencing attitudes and behavior. Since reading provides worthwhile mental, social, and emotional experiences for children, it contributes to their wholesome development.

TYPES OF READING

A balanced reading program at all grade levels includes guidance in three distinct types of reading:

Developmental reading is concerned with the sequential development of basic reading skills, such as word-recognition skills, oral reading skills, basic comprehension skills, and with instruction in the phonetic and structural aspects of our language. This type of reading instruction teaches children to read skillfully.

Functional or work-type reading includes activities to aid children in finding, organizing, and using relevant reading material, and in applying study skills and advanced comprehension skills in content fields. These activities teach children to use reading efficiently as a learning tool.

The goals of recreational reading are enjoyment, broadening of interests, and development of appreciation and discrimination in literature. Personal reading adds satisfaction and richness to life. A balanced program of recreational reading includes traditional and modern classics, realistic and fanciful fiction and plays, poetry, informational materials, and periodicals. The teacher plays a significant role in the encouragement of recreational reading. His enthusiastic approach can awaken in a child a love of reading which will lead to a lifetime of enjoyment.

In a balanced program class time should be provided for each of these types of reading. Although the major emphasis at the primary level is on developmental reading, the teaching of basic concepts in functional reading should begin in the first grade and continue throughout the primary grades. Conversely, the major emphasis at the intermediate level is on functional or work-type reading. However, advanced skills in developmental reading should also be taught at the intermediate level. Recreational reading is important at all grade levels.

STAGES OF READING INSTRUCTION

There are several successive stages in reading development. These stages, however, are overlapping, and there is no distinct separation

between them. The reading readiness stage includes the period of preparation for reading. This continues until children reach a level of general maturity which enables them to react to formal reading instruction successfully and without excessive difficulty. Home environment plays an extremely important role in reading readiness. Parents can read to their children, teach them to listen attentively, and encourage them to express themselves in correct language even before they are enrolled in the kindergarten.

Since children come to school with varying backgrounds and degrees of readiness, the school begins its readiness program by enlarging and expanding on their previous experiences. Teachers plan to develop systematic visual and auditory perception skills, to increase the facility of oral expression, to expand the listening vocabulary, and to build a desire for reading. Because of individual differences in ability, background, and maturity, children are ready for formal reading instruction at different times. A very few may be ready to read when they enter kindergarten; others may not be ready for formal reading instruction until the latter part of the first grade or later. Most children, however, appear to be ready to begin formal reading instruction after a few weeks of readiness experiences in the first grade.

During the period of initial reading instruction, children develop a basic sight vocabulary, learn to use left-to-right progression on the page, develop basic word-recognition techniques, and use simple comprehension skills. Simple exercises are used to give practice in following a sequence of events, selecting main thoughts, choosing relevant details, and drawing inferences. The basic skills of reading are introduced in this stage which is attained by most children in the first grade.

Rapid progress in reading skills is made by most children in the second and third grades. During this period, the basic skills which were introduced earlier are reinforced. Vocabulary is expanded, word-attack skills are introduced at a more mature level, and comprehension skills are stressed throughout. Both oral and silent reading receive emphasis. The achievement of greater independence in reading is a major goal.

The period of wide reading extends through the intermediate grades. During this period, silent reading receives major emphasis and attention is given to increasing the rate of reading. Reteaching and reinforcement of basic skills is presented on an individual or small-group basis, as needed. Advanced skills of phonetic and structural analysis, comprehension, and interpretation are also taught at this level. Major emphasis is placed on the efficient use of reading in study techniques for the content areas. Extensive practice in using reference books for locating information, in evaluating material read, and in organizing material for reports is offered at this level. Recreational reading is probably more extensive at this stage than at any preceding or succeeding levels.

The period of refining skills, habits, and tastes should continue throughout the secondary school, college years, and indeed throughout life. Each stage of actual reading instruction is of vital importance and should receive adequate attention in a balanced reading program.

WHY IS READING IMPORTANT?

Our society places great importance upon the ability to read. The teaching of reading has always been a major objective of education in a democratic society. Furthermore, the teaching of reading is the unique and exclusive function of the school. Although many agencies and organizations assist in the attainment of other objectives of education, no other organization attempts to teach reading. The strength and ultimate outcome of a democracy depend upon an intelligent, informed citizenry that can read, think critically, and judge intelligently what it has read.

The ability to read is basic to virtually all other learning and, as such, is the most essential tool of learning. There are unlimited opportunities for developing and strengthening reading skills by using them in social studies, science, arithmetic, health, physical education, and the arts. The teaching of reading should continue not only during scheduled instructional periods, but throughout the day in most classroom situations.

Research tells us that children and adults are profoundly influenced by what they read. Schools have a responsibility not only to provide the best materials available in text and library books, but also to teach children to read critically and analytically newspapers, magazines, and other materials which are used to propagandize. The number of new books published each year is staggering. Demands on children's time are also increasing. With so much material at hand and so little time for reading, we

need to teach children to be selective in their reading by exposing them to the best in children's literature. Cheap comic books and slick magazines will seem trashy to them in comparison.

WHAT IS THE MADISON PHILOSOPHY OF TEACHING READING?

METHODS

Since reading is a complex process involving the physical, intellectual, and emotional aspects of human behavior, parents and teachers need to realize that there is no one simple plan of instruction, nor one simple solution to reading difficulties. No one brand of phonics, no one type of textbook, no one kind of class organization can solve all reading problems. The best teaching of reading involves the skillful use of a variety of methods. Today the best teaching of reading includes many techniques of word-recognition, including their phonetic and structural analysis, comprehension and thinking skills, work-study skills, and advanced interpretive skills.

MATERIALS

Three basal reading series are used to teach in sequential order the basic reading skills which are needed for all types of reading both in and out of school. Although most basal readers employ a controlled vocabulary, methods of identifying new words in any situation are also taught. The reading vocabulary of children is consequently by no means limited to the vocabulary of their basal readers.

In addition, supplementary readers are used, including basal readers of other publishers, and so-called literary readers. From the earliest possible moment, emphasis is placed upon reading all kinds of materials, such as social studies, science, and health textbooks, as well as upon a wealth of library books.

For their value in reinforcing skill development workbooks are used with all groups at the primary level. They are also used with the slow-moving group at the intermediate level, since this group needs constant repetition of skills for mastery. For average and accelerated pupils, advanced skill development is taught in the regular reading period, through the use of practice sheets, and through the application of new reading skills in the content areas.

Weekly newspapers are used at each grade level for the dual purpose of keeping abreast of the news and developing the specific reading skills needed for this type of reading.

The central library in each of our schools, staffed by a librarian with experience as an elementary teacher, is an integral part of the reading program. Teachers and librarians share the responsibility for teaching locational skills and appreciation of children's literature. Each class has at least one library period per week. At the primary level, this period is used to introduce children to the best in children's literature, and to allow them time for browsing and selecting books for recreational reading. At the intermediate level, the emphasis on children's literature is continued; more time is provided for selection of books; skills of library procedures and the use of reference materials are also taught during library periods.

GROUPING FOR INSTRUCTION

Children of approximately the same stage of maturity and level of achievement should be grouped together for reading instruction . In most cases, it has been found practical to have three reading groups in a class at the primary level. A different basal reading series is used with each group. Methods are varied in accordance with the children's abilities. Grouping should be flexible, however, since individual children vary in attendance and progress.

At the intermediate level, teacher-judgment, based on the individual needs and abilities of the pupils, determines the number of groups needed for instruction. A variety of materials is available, from which the teacher can select those suitable for each group. However, throughout the elementary grades, the slow-moving group uses one basal reading series for continuity of skill development.

INSTRUCTIONAL PERIODS

Since reading is the most essential tool of learning, sufficient time must be provided for thorough, consistent teaching. The recommended weekly time allotment for reading instruction, including skill development, children's literature, and the library period is: Grade One - 400 minutes; Grades Two and Three - 325 minutes; Grades Four, Five, and Six - 300 minutes. This time is divided between that spent with the teacher for direct teaching of reading skills and oral reading, and that spent in work on reading assignments, worksheets, or workbooks. Many teachers at the primary level like to have an afternoon reading period also, when the entire class functions as one group for their mutual enjoyment of supplementary literary readers, or for the reading and discussion of news items.

At the intermediate level, the reading period is spent in teaching advanced skills of word-recognition and comprehension, the teaching of skills needed in the content areas, news reading and reporting, or in group enjoyment of literature. Some teachers at the intermediate level like to combine the reading period with a period devoted to the content areas in order to teach the use and application of certain work-study skills. Caution is needed, however, to ensure the inclusion of a balanced program of advanced word-attack and comprehension skills as well as of the enjoyment and appreciation of literature.

ADJUSTING THE READING PROGRAM TO INDIVIDUAL NEEDS

There are children in almost every classroom who are achieving below or above the normal rate. It is most important to meet the needs of those children who are achieving below their grade level, or at less than their individual expectancy. It is necessary to identify poor readers, discover the causes of their reading problems, and organize an effective instructional program for them as soon as possible.

A distinction should be made between the children in need of remedial instruction and the slow-learning pupils. Adequate provision is made for the slow-learning pupil through grouping, pacing, and specialized materials. The teacher permits him to move slowly through the materials, allowing time for a great deal of repetition of the skills for mastery.

The child in need of remedial instruction is one who is average or above-average in ability, but who is unable to read at his expected level. For a number of possible reasons, the usual reading instruction has not brought desired results. The possible causes for such reading difficulty are many and varied: physical factors; emotional factors; home conditions; instructional factors, such as frequent moving from school to school; or a too-early age or stage of maturity when reading instruction was begun. Whatever the cause, diagnosis of the reason for inability to read is necessary, as well as diagnosis of specific reading difficulties. In such cases, the help of the remedial reading consultant and the school psychologist are enlisted by the principal. Both consultants offer suggestions to the teacher for working with the child alone and in group situations.

It is equally important to meet the needs of the more able readers. These children must be inspired to continue their rapid progress. They must be identified, and an instructional program must be planned for them. Able readers still need developmental group instruction for the orderly development of skills, discussion of literature, and participation in group activities based upon the reading.

Able readers may be grouped according to their needs for advanced vocabulary or interpretive skills, or according to special interests. Sometimes they are used as leaders for special reading activities with other groups of children. Time should also be provided occasionally for working with these children individually on advanced skills. Varied and challenging materials must be available for these able pupils, and time should be provided for them to devote to independent reading and study.

ORAL READING

Oral reading of a selection has value at both the primary and intermediate levels. Through listening to children read orally, primary teachers can diagnose difficulties in sight vocabulary, phonics, other word-attack skills, and comprehension. The use of oral reading is also important in increasing fluency, improving expression, and gaining confidence in reading. Oral reading receives less emphasis, but is still important at the intermediate level, where teachers use it for diagnostic purposes with slow-learning pupils. Moreover, average and accelerated

children also need to continue to develop the ability to read well orally. Practice in oral reading is achieved through such activities as reading an exciting or humorous portion of a book for class enjoyment, reading a sentence or a paragraph to prove a point, or reading a selection to inform the group on a subject of general interest.

THE PLACE OF PHONICS IN THE READING PROGRAM

The teaching of phonics is essential in any balanced reading program. Both the reading and spelling programs used in our schools place a great deal of emphasis on basic phonetic principles. A thorough phonics program is introduced at the primary level and advanced skills in phonetic and structural analysis are taught at the intermediate level. The use of such formal, time-consuming, and extreme methods of teaching phonics as were in vogue a half-century ago is, however, neither necessary nor advisable in a reading program today.

EXPERIMENTATION IN OUR SCHOOLS

Experiments with individualized reading have been tried in several schools. At the present time, there is no evidence to indicate that this method of basic reading instruction is superior to the method of using a basal reading series and grouping for instruction. The extreme difficulties of organization and planning, of being thoroughly acquainted with all of the materials being used by children, of being aware of each child's needs and limitations and providing for them, make this a method to be used only by very competent, experienced teachers of reading. We do, however, advocate wide reading and reporting of library books from the earliest possible moment in a child's reading experience. Some teachers initiate a unit of individualized reading near the end of the school year after a group has completed the basal reading series. Teachers at the intermediate level occasionally use an individualized reading approach with an accelerated group. These methods of using individualized reading are more closely related to recreational reading than they are to a program of teaching the basic skills of reading. Although the individualized reading approach has certain advantages, at the present time it does not seem to be a practicable method to be used by all teachers with all children.

Other methods of teaching reading are being suggested and tried. Experiments with new materials and new approaches to the teaching of reading are now being carried on in some of our schools. We believe in experimentation and constant re-examination of the reading program. Much careful experimentation, including longitudinal studies, needs to be made with these various approaches before an estimate of their real worth can be assessed.

EVALUATING THE READING PROGRAM

Evaluation of the reading progress of individual children is a vital part of the reading program. To be effective, evaluation should include the pupil as well as the teacher. Parents should also be kept informed regarding techniques and results of evaluative procedures. A competent teacher uses all of the recommended evaluating techniques, such as observation by the teacher, informal tests, standardized tests, pupil self-evaluation, and group evaluation. Continuous evaluation gives indication of the progress of individual students at any given time, provides information for the teacher to plan effective, individual teaching, and acquaints the school principal with the immediate and long-range needs of the instructional program.

HOW MAY THIS GUIDE BE USED?

1. Read the entire section, Madison Point of View in Reading.
2. Examine the flow chart in reading to note progression of skill - development through the grades.
3. Read the expectancies in reading for your grade level carefully and analytically. Use other books and resources, as needed, for more detail or clarification of the expectancies to be taught at your grade level.
4. Examine the expectancies of the preceding grade level to learn what has been taught previously. Since these expectancies are intended to be challenging, it is possible that

only the accelerated pupils may have grasped the concepts which were taught previously. The average pupils will have been introduced to these concepts, but they will require a great deal of review and, in some cases, reteaching for mastery. Many slow-learning pupils will not have progressed far enough to have been introduced to all of the concepts at the preceding grade level. Teachers should go back as far as is necessary to find the level of expectancies which has been attained by each slow-learning pupil.

5. Examine also the expectancies of the next grade in order to see what is anticipated for the next level of instruction. Teachers should not hestiate to take accelerated pupils as far as they can go. Caution is required, however, to ensure that teaching is done thoroughly at each level of instruction.

6. Study again section III of the guide, Resources for Teachers, for definition of terms, sources of games and activities, and books on the teaching of reading.

7. Re-check expectancies for your grade level at midyear and again at the end of the year to evaluate your children's progress and to note skills which are yet to be taught and areas where re-teaching is necessary.

The Madison Point of View

Literature

WHAT IS GOOD LITERATURE?

Literature is the record of man's experiences and thoughts. It includes writings in prose and poetry which express, in excellent form and style, ideas of permanent or universal interest. Poetry is characterized by rhythm, word music, pleasing and inspiring qualities, and moral tone--plus that indefinable something which makes poetry. Fiction presents an interpretation or criticism of life expressed through consistent characters in a well-developed plot. Nonfiction embraces a wide variety of subject matter which should have significance for the persons reading it. Language is the flexible instrument of expression in all literature.

WHY IS LITERATURE IMPORTANT?

Literature adds immeasurably to the richness of life. Through reading one lives vicariously the first-hand experiences of others. One can gain insight into the present as well as past cultures of all peoples. Good literature is frequently an emotional seismograph of a period.

Literature provides an opportunity to understand the motives of human conduct, including one's own behavior. One may learn to view himself in perspective, understand society as it is today, and predict, to a degree, some of the social problems of the future.

Literature is a great source of personal enjoyment. One revels in sheer beauty of expression, imaginative thinking, and great ideas. One learns to go beyond superficial understanding and literal interpretation in any form of creative reading which establishes a personal rapport with the author.

WHY IS LITERATURE IMPORTANT? (continued)

For children, literature satisfies many needs. According to May Hill Arbuthnot, the right books satisfy a need for security, the need to belong, the need to love and be loved, the need to achieve, and the need to know.

Through wide but selective reading, through identification with characters, and greater understanding of people, emerges an understanding of goals, standards, and beliefs. One's own philosophy takes form.

WHAT IS THE MADISON PHILOSOPHY OF TEACHING LITERATURE?

We believe that teachers should:

- enjoy and appreciate our literary heritage before they can teach and guide children in the field of literature.
- possess an extensive literary background which they should work to maintain, or should be willing to acquire through wide personal reading and literature courses.
- develop the ability to create an environment conducive to the development of literary appreciation.
- be alert to what literature can do for the personal growth of their pupils.
- understand that reactions to names, races, and places are often determined by early readings; that enthusiasms, as well as prejudices, are not only contagious, but lasting.
- be aware that they have a personal responsibility to teach children, not to think in terms of stereotypes and cliches, nor to base their opinions on limited reading and faulty interpretation.
- regard reading as an integral part of healthy development, rather than as a rarefied personal experience.
- realize that all pupils need not read the same materials; they must be offered a varied reading program to meet their different interests, abilities, and wide range of maturity.
- provide encouragement for the memorization of poetry as an individual endeavor in which children choose to participate by providing opportunities for them to recite their favorite poems.
- be aware that children who are encouraged to memorize poems which appeal to them build lasting enrichment into their personal background.
- create situations which might conceivably help in the integration of knowledge by finding likenesses in contemporary expressions in art, music and literature; by reading stories appropriate to cultures being studied in social studies; by reading biographies of scientists who made discoveries related to a unit in science.
- be aware that teachers and school librarians can reinforce one another's work in the rewarding experience of teaching literature.

HOW MAY THIS GUIDE BE USED?

1. Read the expectancies to understand the nature of literary experiences designed for your grade level.

2. Become familiar with books listed for your group of children.

3. Make a broad plan for literary experiences in terms of a quarter or a semester. Provide for a certain balance of poetry and prose in the following categories: poetry, folk and fairy tales, myths and legends, science and nature, biography and history, and fiction.

4. Check the section on activities to get ideas for the implementation of your plan.
   - Which books will you read (a chapter a day) to the class?
   - From which books may you read excerpts to stimulate individual interest in reading?
   - What class themes for individualized reading are appropriate for your group?
   - How can you make provisions for pupils to react and interact to common reading experiences?
   - What small group and individual contributions might you use for the entire group?
   - What literary experiences could you add to enrich units in content areas?
   - Which literary experiences that can be expressed through art, music, and movement can you suggest?

HOW MAY THIS GUIDE BE USED? (continued)

5. Examine the section of the guide, Resources for Teachers, for lists of books, films, filmstrips, and records which will aid in enriching the program in children's literature.

WHERE DO WE FIND TIME TO TEACH LITERATURE?

Daily periods of at least 15 minutes should be designated for literary appreciation in the primary grades.

The intermediate grades will profit from daily reading of selected materials by the teacher, and twice weekly periods of at least 30 minutes for class and individual study of literature. In addition, it is important to remember the spontaneous appreciation of a poem or story brought to mind by an immediate situation, and the fact the the reading of literature integrated with content areas serves to enrich education.

READING FLOW CHARTS

MADISON PUBLIC SCHOOLS

KINDERGARTEN THROUGH GRADE SIX

WORD RECOGNITION	COMPREHENSION	
THE KINDERGARTEN PUPIL . Listens for rhyming words and sounds. Becomes familiar with rhyming phrases and verses. Perceives initial consonant sounds. Recognizes similarities and differences in letters, words and phrases. Distinguishes colors, sizes, shapes of objects.	. Listens to, and enjoys, new and old stories. Recognizes the meaning of words and groups of words. Re-tells stories in their proper sequence. Anticipates outcomes of a series of pictures or events. Tells in own words the main idea of a story.	. in
THE FIRST GRADE PUPIL . Understands and uses left-to-right visual progression. Builds a meaningful sight vocabulary. Develops simple reading skills through the use of charts. Begins silent reading. Identifies rhyming sounds and words. Supplies rhyming words in phrases. Perceives initial and final consonant sounds. Substitutes initial and final consonant sounds. Recognizes consonant blends in the initial position. Knows the names of vowels and their long sounds. Identifies known parts of words with inflectional endings. Recognizes common contractions. Recognizes compound words made up of two known root words. Knows common words by sight (50-100). . Understands that some words express opposite meanings. Understands that some words express similar meanings. Realizes that words may represent more than one meaning. Uses word-analysis and other clues in attacking new words.	. Uses both picture and context clues as aids to meaning. Recognizes meaning of words, phrases, and sentences. Recalls sequence of events in a story. Predicts outcome of a story. Identifies main idea of a story. Uses punctuation as a guide to meaning. Begins to read in thought units. Reads silently without pointing or lip movement. Reads basic silent reading materials with satisfactory comprehension at approximately 55 words per minute.	. su rh an . to
THE SECOND GRADE PUPIL . Recognizes consonants in initial, medial, and final positions. Recognizes common consonant blends. Understands the variant sounds of consonants, such as **c** and **g**. Perceives the long and short sounds of vowels. Recognizes common vowel digraphs. Understands that some letters are silent. Recognizes diphthongs (**ow, ou; oi, oy**). Applies vowel principles to new situations. Recognizes the effect of the consonant **r** on vowels. Recognizes common phonograms. Recognizes root words in inflected forms. Recognizes contractions with one letter omitted. Understands that compound words are made up of two root words. Recognizes common prefixes and suffixes. Develops a larger sight vocabulary. Develops ability to attack new words independently by using several methods. Learns more words with similar and opposite meanings. Understands that words may have several meanings.	. Comprehends phrase and sentence meanings and simple definitions. Follows sequence of events in a story. Anticipates outcomes of stories. Identifies main idea of a story. Continues to use punctuation as a guide to meaning. Begins to make generalizations based on reading and personal experience. Reads independently with comprehension. Reads basic silent reading materials with satisfactory comprehension at approximately 90 words per minute. Adjusts speed of reading to purpose.	. se rh de . ac re

THE TEACHING OF READING

	ORAL READING	STUDY SKILLS
meaning of words Anticipates out - ain idea of a story.	. Engages in creative dramatic play. Demonstrates expressiveness in use of voice. Pronounces words correctly and enunciates clearly.	. Follows directions in finger plays and dramatizations. Develops work habits of independence and responsibility. Develops an increasing attention span. Develops motor coordination in music, work, and play activities.
ognizes meaning of tory. Predicts out- tion as a guide to ut pointing or lip comprehension at	. Reads orally with expression. Overcomes common difficulties, such as reversals, substitutions, omissions, and additions. Evidences rhythmical progression of eye movement. Uses care in enunciation and pronunciation of words. Shares reading in an audience situation. . Gives dramatic interpretation of conversation in reading. Learns to relax while reading.	. Reads and follows simple directions. Develops work habits of independence, responsibility, and industry. Evidences increasing attention span. Begins to use the table of contents of books. . Finds answers to questions in pictures and stories. Organizes ideas according to simple time sequence. Summarizes in own words ideas gained from reading. Begins to interpret what is read.
tions. Follows Identifies main ing. Begins to Reads independent- n satisfactory com- of reading to	. Begins to read orally with understanding and expression. Re-reads selections orally with increasing fluency. Continues to evidence rhythmical progression of eye movement. Enunciates clearly and develops pleasing voice quality. Reads in idea units, not word units. . Uses punctuation marks as guides to expression. Indicates characterization by voice. Prepares for oral reading by preliminary silent reading. Improves expression by listening to others read.	. Follows written directions. Evidences increasing independence in work habits. Continues to evidence increasing attention span. Uses the table of contents of book. Finds answers to questions through reading. Uses picture dictionaries to find new words. . Realizes that words are grouped by initial letters. Realizes that the library is a source of information. Organizes ideas according to simple time sequence. Summarizes ideas gained from reading in own words. Begins to make judgments and draw conclusions.

WORD RECOGNITION	COMPREHENSION	
THE THIRD GRADE PUPIL		
. Recognizes the variant sounds of single consonants. Recognizes two - and three - letter consonant blends. Recognizes common consonant digraphs in initial, medial, and final positions. Recognizes variant sounds of single vowels. Recognizes common digraphs and double vowels. Begins to understand the principles governing silent letters. Uses context as key to pronunciation of new words containing diphthongs (oi, oy; ou, ow) . Uses phonograms as aids to pronunciation and unlocking new words. Blends consonant and vowel sounds smoothly. Identifies root words in inflected or derived forms. Recognizes contractions with more than one letter omitted. Finds and makes unusual compound words. Recognizes common prefixes and suffixes. - Begins to use simple rules of syllabication. Begins to understand the principles for determining vowel sound in syllables. Uses phonetic and structural analysis along with context clues to unlock new words. Distinguishes synonyms and antonyms. Distinguishes words of similar meaning.	. Interprets main idea of sentences, paragraphs, stories. Recognizes sequence of events in stories. Reads for details with increasing speed. Anticipates outcomes of stories. Uses punctuation as a guide to meaning. Gains skill in ma king generalizations based on reading, observation, and experience. Reads longer selections with speed, accuracy, and comprehension. Reads basic reading materials with satisfactory comprehension at approximately 120 words per minute. Adjusts speed of reading to purpose.	. in . in ex to re

	COMPREHENSION	ORAL READING
THE FOURTH GRADE PUPIL		
Phonetic Analysis . Continues to improve in recognition and use of variant sounds of consonants. Recognizes all of the common consonant blends. Recognizes common consonant digraphs. Knows and uses the long and short sounds of vowels. Understands and uses variant sounds of vowels. Understands diacritical marking of vowels. . Recognizes common vowel digraphs (ea, oo). Knows the sounds of common diphthongs (oi, oy; ou, ow) . Recognizes common phonograms introduced earlier. . Understands and uses the principles determining vowel sounds introduced earlier. Structural Analysis . Identifies root words in longer words. Understands the meanings of most contractions. Figures out the meaning of new compound and hyphenated words. Understands and uses the principles of syllabication. Understands the relationship of vowel sounds and the number of syllables. Observes use of accent mark as an aid to pronunciation. Recognizes and knows the meaning of many prefixes and suffixes. Word Analysis . Shows independence in word-attack, using a variety of word-analysis skills. Understands and uses synonyms, antonyms, and homonyms.	. Interprets main idea of paragraphs and stories. Anticipates outcomes of stories. . Uses punctuation as a guide to meaning. Expands skill in making generalizations based on reading, observation, and experience. Skims material to find information. Reads basic silent reading materials with satisfactory comprehension at approximately 170 words per minute. . Adjusts silent reading rate to purpose.	. Observes basic standards for oral reading. Reads fluently a prepared oral selection. Enunciates clearly with pleasing voice quality. Uses punctuation marks to guide reading. Uses special type, such as italics, as guide to expression. Uses voice and facial expression to aid interpretation. Reads directions and explanations effectively.

S IN THE TEACHING OF READING

	ORAL READING	STUDY SKILLS
. Recognizes sequence of d. Anticipates outcomes Gains skill in ma king generali- Reads longer selections with ding materials with satisfactory Adjusts speed of reading to	. Reads orally with improved expression. Re-reads selection with increasing fluency. Reads ahead in order to give continuous flow. . Enunciates clearly and develops pleasing voice quality. Reads in idea units not word units. Uses punctuation marks as guides to expression. Uses voice to transmit emotion. Uses facial expression to help interpretation. Prepares for oral reading by preliminary silent reading. Listens to others read and notices expression.	. Evidences increasing independence in work habits. Uses the table of contents with greater facility. Begins to use the index of books. Understands the purpose of divisions of books. Finds answers to questions in books and illustrations. Uses picture dictionaries to greater extent. Uses accent mark as an aid to pronunciation. . Understands that the library is a source of information. Understands that books are grouped in alphabetical arrangements. Begins to read and interpret simple maps. Rereads to locate specific information or to verify an opinion. Finds the main thought of a paragraph. Places subheadings under main headings of an outline. . Summarizes ideas gained from reading. Begins to identify and evaluate character traits. Begins to interpret ideas implied, but not clearly stated. Perceives relationships of time, place, sequence. . Begins to improve in critical reading.

ORAL READING	STUDY SKILLS	INTERPRETIVE SKILLS
Observes basic standards for oral ing. Reads fluently a prepared oral tion. Enunciates clearly with ing voice quality. Uses punctua- marks to guide reading. Uses al type, such as italics, as guide to ession. Uses voice and facial ex- ion to aid interpretation. Reads tions and explanations effectively.	**Locating Information** - Books . Continues to evidence increasing independence in work habits. Understands the purpose of parts of a book. Uses table of contents with facility. Gains skill in using index. Uses pictures to answer questions, or to prove a point. Dictionary . Uses alphabetical sequence in looking up words. Uses guide words as an aid in finding words. Uses simple pronunciation key. Selects appropriate meaning of words. Library . Understands that books are alphabetized by author. Begins to use the card catalog to find information. Maps, Charts, Graphs . Gains skill in reading and interpreting maps. Begins to read and interpret simple graphs. Encyclopedia . Uses guide letters to find material on a given subject. . Uses alphabetical arrangement to locate information. **Evaluating Information** . Realizes that printed statements may or may not be true. . Checks statements with those in other books and newspapers. **Organizing Information** . Outlining . Understands how to find the topic of a paragraph. . Understands the correct form of an outline. Makes simple outlines. Summarizing . Writes a summary of a story in three or four sentences. States important points expressed in discussion. Note-taking . Begins to take notes in own words. Learns to take notes on only important points.	. Identifies and evaluates character traits. . Interprets ideas implied, but not clearly stated. Perceives relationships of time, place, sequence, cause-effect. Identifies and reacts to the mood of a story or poem. . Improves in critical reading.

WORD RECOGNITION	COMPREHENSION	ORAL READING
THE FIFTH GRADE PUPIL		
Phonetic Analysis . Recognizes and uses correctly the variant sounds of consonants. . Understands and uses the principles of syllabication of double consonants, digraphs, and blends. Knows the long and short vowel sounds and their diacritical markings. . Recognizes and uses the variant sounds of vowels. Perceives the variant sounds of digraphs and double vowels. Perceives the variant sounds of diphthongs. Recognizes common phonograms introduced earlier. Uses phonetic elements as guides to pronunciation. Structural Analysis . Uses more efficiently the principles of structural analysis introduced earlier. Knows all the common contractions. Recognizes plural and possessive forms. Figures out the meaning of unfamiliar compound words. Uses the principles of syllabication introduced earlier. Knows the meaning of common prefixes and suffixes. Uses knowledge of prefixes and suffixes in independent word attack. Word Analysis . Continues to use phonetic and structural analysis with context clues to unlock new words. Understands the difference in form and meaning of synonyms, antonyms, homonyms, homographs.	Continues to improve in comprehension skills introduced earlier. Interprets main ideas and anticipates outcomes of stories. . Remembers important details and correct sequence. Gains skill in making generalizations from material read. Continues to enlarge vocabulary. Skims material for pertinent information. Reads basic reading materials with comprehension at approximately 190 words per minute. . Adjusts silent reading rate to purpose.	. Observes standards of oral reading introduced earlier. Has a purpose for reading aloud. Determines emotional tone of reading and uses it in expression. . Uses punctuation marks and special type as guides to expression. Reads directions and explanations effectively.

CIES IN THE TEACHING OF READING

ORAL READING	STUDY SKILLS	INTERPRETIVE SKILLS
serves standards of oral reading ced earlier. Has a purpose for g aloud. Determines emotional f reading and uses it in expression. es punctuation marks and special guides to expression. Reads ons and explanations effectively.	**Locating Information-** Books . Recognizes and understands the purpose of parts of books. Uses table of contents and index with facility. Dictionary . Uses alphabetical sequence with increasing skill. Uses guide words with increasing skill. . Understands the function of pronunciation keys and symbols. Uses accent marks as guides to pronunciation. Selects appropriate meaning to fit context. Library . Uses card catalog with greater facility. Understands and uses author, title, and subject cards. Locates books on shelves. Maps, Charts, Graphs . Reads and interprets several kinds of maps. Reads and uses captions, keys, and legends of maps. Uses maps to determine directions, distances, land formations, climates. . Reads and interprets several kinds of graphs. Encyclopedia . Uses guide letters and alphabetical arrangement to locate information. Understands the purpose of topical headings. Learns to use the index volume. **Evaluating Information** Evaluates relevancy of material to topic. Evaluates validity of statements. Recognizes difference between statement of fact and statement of opinion. Compares various statements on the same topic. Evaluates information in terms of own experience. **Organizing Information** - Outlining . Gains skill in using outline form introduced earlier. Outlines topics in more detail. Summarizing . Summarizes and organizes ideas for the purpose of remembering. Gains skill in classifying information. Note-taking . Selects and states main ideas of a paragraph. Selects and states supporting details. Arranges ideas in sequence.	. Understands character roles in stories. . Figures out unknown facts from those already known. Interprets figures of speech. . Gains skill in critical reading. Gains skill in creative reading. Assimilates ideas read.

EXPECTANCIES IN THE TEACHING O

WORD RECOGNITION	COMPREHENSION	ORAL READING
THE SIXTH GRADE PUPIL Phonetic Analysis . Continues to develop skill in using principles introduced earlier. Recognizes consonant sounds in initial, medial and final positions, including variant sounds, blends, and digraphs. Understands and uses the principles of syllabication of double consonants, digraphs, blends. Knows the long and short vowel sounds and their diacritical markings. Recognizes all of the variant sounds of the vowels. . Understands the use of the **schwa** symbol (ə) in unaccented syllables. Perceives the variant sounds of digraphs, double vowels, and diphthongs. Recognizes and uses all of the common phonograms. Understands and uses the principles governing pronunciation of vowels introduced earlier. Structural Analysis . Develops further skill in using the principles of structural analysis introduced earlier. Recognizes singular and plural possessive forms and understands use of the apostrophe. Understands and uses the rules for inflectional forms. Unlocks meanings of compound and hyphenated words by using knowledge of root words. Learns the meanings of additional prefixes and suffixes. Uses with increasing skill the principles of syllabication introduced earlier in independent word attack. Word Analysis . Uses with increasing skill phonetic and structural analysis along with context clues to determine meaning. Understands the differences in form and meaning of synonyms, antonyms, homonyms, homographs, heteronyms. Uses speaking and listening vocabulary as clues to meaning in context.	. Improves in comprehension skills introduced earlier. Locates major and minor ideas and anticipates outcomes. Recalls sequence of story events. Generalizes and classifies related ideas. Recognizes story or plot structure. Relates materials read to personal experience and observation. . Reads basic reading materials with comprehension at approximately 200 words per minute. Adapts reading rate to purpose.	. Observes standards of oral reading introduced earlier. Has a purpose for reading aloud. Determines emotional tone of reading and uses it in expression. . Uses punctuation marks and special type as guides to expression. Reads at a pace suited to material being read.

NCIES IN THE TEACHING OF READING

ORAL READING	STUDY SKILLS	INTERPRETIVE SKILLS
Observes standards of oral reading oduced earlier. Has a purpose for ing aloud. Determines emotional of reading and uses it in expression. Uses punctuation marks and special as guides to expression. Reads at ce suited to material being read.	**Locating Information** - Books . Recognizes and uses with facility the various parts of books. Dictionary . Uses alphabetical sequence guide words with increasing skill. Uses the dictionary to find exact spelling of a word. Understands the purpose of special sections of a dictionary. Interprets pronunciation keys and diacritical markings with increasing skill. Recognizes primary and secondary accent. Selects appropriate meaning to fit context. Finds and uses additional meanings of known words. Library . Uses card catalog with facility to locate books on a given topic or by a certain author. Uses cross reference cards. Locates books on shelves. Maps, Charts, Graphs Reads and interprets several kinds of maps. Uses captions, keys and legends of maps with increasing skill. Uses maps to determine directions, distances, land formations, time zones, climates, populations. Reads and interprets several kinds of graphs with increasing facility. Answers questions requiring interpretation of maps, graphs, tables. Encyclopedia. Uses the encyclopedia with greater facility to find information. Understands and uses topical headings, cross references and bibliographies. Uses the index volume of the encyclopedia. **Evaluating Information** . Selects material pertinent to topic being studied. Evaluates information in terms of author's background. Distinguishes between fact and opinion. Develops a questioning attitude toward printed matter. Identifies propaganda in editorials and letters to the editor. **Organizing Information** - Outlining . Improves in ability to make more detailed outlines. Makes own outlines of selections read. Uses outlines for oral and written reports. Summarizing . Re-states important ideas in own words. . Summarizes and organizes ideas for the purpose of remembering. Note-taking . Improves in ability to take notes. Includes main ideas and supporting details. . Keeps notes brief. Identifies title of book, author, page, date, volume.	. Interprets motives of characters in stories and books. Draws conclusions from information gathered. Interprets idiomatic, figurative, and picturesque language. Gains skill in both critical and creative reading. Takes time to meditate upon what is read. Assimilates ideas read.

LITERATURE FLOW CHARTS

MADISON PUBLIC SCHOOLS

KINDERGARTEN THROUGH GRADE SIX

EXPECTANCIES IN THE TEACHING OF

AIMS OF LITERATURE	TYPES OF LITERATURE
THE KINDERGARTEN PUPIL . Experiences pleasure from books and pictures. Listens to stories with interest. Begins to enjoy the sounds of words. Begins to develop appreciation of illustrations. Discovers the fun of imagining. . Begins to distinguish between real and make-believe. Enjoys the humor of nursery rhymes. . Begins to acquire a broader understanding of his own world through stories and poems.	. Begins to realize that there are several types of literature. Appreciates simple poems. Begins to develop appreciation of simple fairy tales. Enjoy various types. Enjoys simple nature stories. Enjoys stories and poems abou . Enjoys animal stories.
THE FIRST GRADE PUPIL . Develops increasing interest in books. Enjoys hearing stories and poems read. Enjoys the rhythm and sound of words. Develops appreciation of illustrations. Extends his imagination through hearing a variety of stories and poems. Begins to read silently for pleasure. Begins to distinguish humor, pathos, suspense. Recognizes and enjoys humor in stories and poems. Begins to develop skill in visual and sensory imagery. Becomes acquainted with a few authors of children's literature. Acquires broader understanding of his own world through stories and poems.	. Realizes that there are several types of literature. Appreciates the rhyth . Develops appreciation of folk and fairy tales. Enjoys stories and picture of nature. Enjoys stories and poems about holidays. Enjoys stories about a behave like humans.
THE SECOND GRADE PUPIL . Demonstrates increasing interest in books. Evidences delight in hearing books and poetry read. . Develops increased feeling for rhythm and the sound of words. Develops increasing appreciation of illustrations. Continues to extend his imagination through hearing a variety of stories and poems. Reads silently for pleasure. Distinguishes humor, pathos, suspense. Enjoys humor in stories and poems. . Develops skill in visual and sensory imagery. Becomes acquainted with a few authors and illustrators of children's literature.	. Realizes that there are several types of literature. Appreciates the rhyt poetry. Interprets the meaning of simple poems. Begins to read poetry in comes familiar with many folk and fairy tales. Enjoys books about the wo of transportation, occupations. Continues to enjoy animal stories.

CIES IN THE TEACHING OF LITERATURE

TYPES OF LITERATURE	ACTIVITIES IN LITERATURE
t there are several types of literature. Appreciates nursery rhymes and to develop appreciation of simple fairy tales. Enjoys picture books of imple nature stories. Enjoys stories and poems about holidays. .	• Begins to participate in choral speaking of nursery rhymes and simple poems. • Memorizes, through repetition, nursery rhymes and short poems. Begins to dramatize simple stories and poems.
re several types of literature. Appreciates the rhythm and lilt of poetry. on of folk and fairy tales. Enjoys stories and picture books about the world es and poems about holidays. Enjoys stories about animals who talk and	• Participates in choral speaking of nursery rhymes and simple poems. Memorizes favorite nursery rhymes and poems. Dramatizes short stories and poems. Begins to read orally selections he enjoys. Begins to share books with the group through discussion. Begins to compose original stories and poems.
are several types of literature. Appreciates the rhythm and rhyme of meaning of simple poems. Begins to read poetry independently. Be- any folk and fairy tales. Enjoys books about the world around: modes upations. Continues to enjoy animal stories.	• Partic ipates in choral speaking of simple rhythmical poems. Memorizes short poems of his choice. Increases ability to dramatize stories and poems. Takes pride in reading selections of his choice to the group. Enjoys sharing books with the group through discussion. • Composes original stories and poems.

EXPECTANCIES IN THE TEACHING O

AIMS OF LITERATURE	TYPES OF LITERATURE
THE THIRD GRADE PUPIL . Begins to broaden interest range in reading. Continues to evidence delight in hearing books and poetry read. Becomes aware of beauty and rhythm in the sound of words. Continues to extend his imagination through hearing and reading a variety of stories and poems. Reads silently, for his own pleasure, with increasing enjoyment. Develops a sense of humor through stories and poems. Increases store of sensory imagery. Takes greater interest in authors and illustrators of children's literature. . Acquires a broader understanding of his own world and the world of others through literature. Begins to develop attitudes which lead to permanent interest in reading. Begins to develop understanding of the differences and similarities of prose and poetry. Begins to notice description and characterization in books and stories. Begins to distinguish quality in writing.	. Begins to identify various types of literature. Appreciates rhythm, ri poetry. Interprets the meaning of poems. Reads poetry independently ent versions of familiar fairy tales. Recognizes the "moral" in fables and to appreciate myths and legends read aloud. Enjoys stories about the live . Enjoys stories about animals, depicted objectively, who sometimes tal about children of his own age who do the things he does.
THE FOURTH GRADE PUPIL . Reads in wider fields and with greater independence. Evidences keen delight in books and poetry read by adults. Becomes increasingly aware of beauty and rhythm in the sound of words. Continues to extend imagination through experiences in literature. Reads for pleasure with increasing enjoyment. . Develops a keener sense of humor through enjoyment of literature. Increases store of sensory imagery. Begins to look for books by favorite authors and illustrators of children's literature. Continues to acquire a broader understanding of his own world and the world of others through literature. . Develops attitudes which lead to permanent interest in reading. Develops understanding of the differences and similarities in prose and poetry. Begins to evaluate the theme of a story and the behavior of its characters. Cherishes and rereads favorite books and stories. Begins to develop taste in selecting stories and poems of literary worth.	. Identifies several types of literature. Appreciates rhythm, rhyme, a . Grows in ability to interpret the meaning of poems. Reads poetry in . Becomes familiar with folk and fairy tales of various countries. Rec in fables and folk tales. Enjoys having myths, legends and hero stories r books about nature and simple books on technology. Enjoys biographies presidents, scientists, athletes. Enjoys stories about animals depicted ob stories about children in other lands.

CIES IN THE TEACHING OF LITERATURE

TYPES OF LITERATURE	ACTIVITIES IN LITERATURE
rious types of literature. Appreciates rhythm, rhyme and beauty of meaning of poems. Reads poetry independently. Recognizes differ- iry tales. Recognizes the "moral" in fables and folk tales. Begins legends read aloud. Enjoys stories about the lives of famous people. nimals, depicted objectively, who sometimes talk. Enjoys stories age who do the things he does.	. Participates in choral speaking of poetry. Memorizes short poems of his choice. Continues to dramatize stories and narrative poems. Reads selection of his choice to the group. Shares books through discussion with the group. Composes original stories and poems. Makes book reports by giving funny or exciting excerpts from favorite books.
pes of literature. Appreciates rhythm, rhyme, and mood of poetry. interpret the meaning of poems. Reads poetry independently. ith folk and fairy tales of various countries. Recognizes the "moral" Enjoys having myths, legends and hero stories read aloud. Reads simple books on technology. Enjoys biographies of famous people: thletes. Enjoys stories about animals depicted objectively. Enjoys other lands.	. Participates in choral speaking of poetry. Memorizes poems of his choice. Plans dramatization of stories and narrative poems. Reads selections of his choice to the group. . Shares books with others through discussion and reports. Composes original stories and poems.

EXPECTANCIES IN THE TEACHING OF

AIMS OF LITERATURE	TYPES OF LITERATURE
THE FIFTH GRADE PUPIL	
. Broadens mental horizons and extends insight as a result of wide reading. Enjoys hearing books beyond his reading ability. Realizes the effectiveness of words in literature. Extends his imagination through wide reading. Uses reading as a leisure-time activity with increasing frequency. Begins to enjoy more whimsical humor in poetry and prose. Increases store of sensory imagery. . Looks for books by favorite authors and illustrators of children's literature. Develops attitudes which lead to permanent interest in reading. Begins to appreciate description and characterization in stories. Evaluates the theme of a story and the behavior of its characters. Cherishes and rereads favorite books and stories. Develops taste in selecting stories and poems of literary worth. Derives from literature enjoyment, information, and inspiration. Becomes acquainted with the literary heritage of our country.	. Identifies the various types of literature. Develops wider interest in po increasingly aware of rhythm, color, action, and expressive words in poetry. to interpret the meaning of poems. Enjoys hearing and reading more adva tales. Acquires knowledge of folk and fairy tales and their origin. Enjoy and hero stories depicting courage, strength, or perseverance. Reads factu and nature. Enjoys biographies of famous Americans: explorers, president . Enjoys true stories of our country's history. Enjoys stories of animals a life. Enjoys historical fiction depicting periods of our country's history.
THE SIXTH GRADE PUPIL	
. Widens horizons through reading about other times, places, and people. Continues to enjoy hearing books beyond his reading ability. Realizes the effectiveness of words in literature. Appreciates the contributions of illustrations in books. Extends his imagination through wide reading. Uses reading as a leisure-time activity with increasing frequency. Enjoys more whimsical humor in poetry and prose. Develops increasing skill in visual and sensory imagery. Becomes acquainted with outstanding authors and illustrators of poetry and prose. Develops attitudes which lead to permanent interest in reading. Appreciates description and characterization in stories. Gains skill in evaluating theme of story, behavior and motives of characters. Realizes that stories consist of characters, plot, and setting and each contributes to the enjoyment of the story. Continues to cherish and reread favorite books and stories. Becomes more discriminating in his reading. Derives from literature enjoyment, information, and inspiration. Appreciates in their unabridged form some classics written for this level. Expands reading interests into more literary types, such as essays and short stories.	. Distinguishes between fiction and nonfiction, reading widely in both a terest to include more poetry, biography, and historical and science fiction. knowledge and pleasure are provided by poetry. Continues to develop abil meaning of poems. Enjoys hearing and reading more advanced folk and fa knowledge of folk and fairy tales and their origins. Expands knowledge of hero stories. Continues to read factual books about science and nature. famous people of his own and other countries. Enjoys stories about ancien ates poignant animal stories and adventure stories of many types. Enjoys h depicting periods of the history of the United States and of other countries.

IES IN THE TEACHING OF LITERATURE

TYPES OF LITERATURE	ACTIVITIES IN LITERATURE
types of literature. Develops wider interest in poetry. Becomes thm, color, action, and expressive words in poetry. Grows in ability of poems. Enjoys hearing and reading more advanced folk and fairy dge of folk and fairy tales and their origin. Enjoys myths, legends, courage, strength, or perseverance. Reads factual books about science graphies of famous Americans: explorers, presidents, scientists, athletes. our country's history. Enjoys stories of animals and adventures in daily fiction depicting periods of our country's history.	• Participates in choral speaking of poetry. Memorizes short poems of his choice and selections from longer poems. Plans and performs dramatization of stories and narrative poems. Reads selections of his choice to the group. Shares books with others through discussion and reports. Composes original stories, poems, and plays.
n fiction and nonfiction, reading widely in both areas. Broadens in- etry, biography, and historical and science fiction. Recognizes that re provided by poetry. Continues to develop ability of interpreting the joys hearing and reading more advanced folk and fairy tales. Increases ry tales and their origins. Expands knowledge of myths, legends, and to read factual books about science and nature. Enjoys biographies of and other countries. Enjoys stories about ancient cultures. Appreci- ies and adventure stories of many types. Enjoys historical fiction istory of the United States and of other countries.	• Enjoys choral speaking of poetry. Memorizes selections from poems of his choice. • Plans and performs dramatizations of stories and narrative poems. Reads selections of his choice to the group. Reports on reading for the benefit and enjoyment of others. • Composes original stories, poems, and plays.

READING READINESS IN KINDERGARTEN

Teachers must be aware of the factors which underlie reading readiness, if children are to be adequately prepared for reading instruction. Some of these factors include: adequate physical development, emotional and social maturity, intellectual maturity, experience background, and desire to read.

One objective of the reading readiness program is wholesome social adjustment to the school environment. Good personal and group work habits are also necessary. Opportunities should be provided for motor development involving both large and small muscles. A vital concern is growth in language ability and listening skill.

Many experiences in kindergarten prepare children for the formal teaching of reading in the first grade. Children need to acquire clear understanding of the ideas and words they will meet when they start to read. They also need to acquire knowledge of the world around them, a prerequisite for learning to read. Throughout the kindergarten year, interest in books and reading should be encouraged. Questions about words and letters should be answered, but no formal teaching of reading should be begun at this level.

EXPECTANCIES IN THE TEACHING OF READING

READING READINESS IN BEGINNING KINDERGARTEN

General Traits

- Adjusts to general school environment.
- Shows interest in books.
- Develops understanding that printed symbols represent thoughts and ideas.
- Shows interest in printed word.
- Learns to associate with people, processes, and things.
- Gains meaning for future reading through increasing background of experiences.
- Becomes aware of "left to right" and "top to bottom" sequence.
- Acquires ability to see likenesses and differences in objects and pictures.

Speaking

- Uses voice to communicate needs and wants.
- Enjoys talking about his background experiences.
- Demonstrates wide speaking vocabulary.
- Develops ability to express thoughts clearly, effectively, and courteously.

TRANSITIONAL READING READINESS PERIOD

General Traits

- Shows increasing interest in books.
- Enjoys picture books and develops attitude of inquiry about printing below picture.
- Begins to derive information from pictures.
- Learns to handle books and turn pages properly.
- Begins to recognize likenesses and differences in his environment: shapes, colors, pictures.
- Sees likenesses and differences among letters.
- Demonstrates desire to read.
- Shows evidence of desire to learn meaning of printed symbol.
- Learns that printed symbols have a relationship to stories, pictures, objects.
- Identifies his own name.
- Begins to focus attention for longer periods of time.
- Shows evidence of social, emotional, physical, and intellectual maturity and general readiness for reading.
- Displays healthy attitude toward reading and its possibilities.
- Begins to develop adequate eye-hand coordination.
- Establishes habit of moving eyes in left to right direction.
- Develops increasing memory span.

EXPECTANCIES IN THE TEACHING OF READING (continued)

READING READINESS IN BEGINNING KINDERGARTEN (continued)

Listening

- Develops ability to remain quietly attentive for fifteen to twenty minutes.
- Begins to develop skill in auditory perception.

Comprehension

- Follows simple, clear directions.
- Follows train of thoughts.
- Retells familiar stories in sequential order.
- Begins to solve simple problems.
- Tells stories from pictures.

TRANSITIONAL READING READINESS PERIOD (continued)

Speaking

- Speaks with confidence and in manner pleasing to others.
- Uses correct speech patterns.
- Demonstrates a wide speaking vocabulary in conversation and story telling.
- Tells past experiences and information in conversation.
- Adds new words to speaking vocabulary.
- Pronounces words correctly.
- Enunciates clearly.
- Demonstrates reasonable facility in putting ideas into words.
- Enjoys creative dramatic play.
- Evidences expressiveness in use of voice.
- Uses mature sentence structure in group conversation.
- Tells familiar stories with original detail.

Listening

- Understands stories which are read to him.
- Follows a series of simple ideas in sequence.
- Begins to distinguish sounds of initial consonants.
- Identifies rhyming words easily.
- Develops habit of attentive listening.

Comprehension

- Thinks and talks about the content of what is read.
- Anticipates the outcome of stories.
- Creates stories from pictures.
- Concentrates on work of more abstract type.
- Begins to group ideas and objects into logical categories.
- Shows ability to solve simple problems.
- Learns to organize thoughts around ideas and in proper sequential order.
- Observes sequence in telling about events.
- Discriminates between realistic and imaginative stories.

EXPECTANCIES IN THE TEACHING OF LITERATURE

AIMS OF LITERATURE

Appreciation and Taste in Literature

Impression

- Listens to stories with interest.
- Experiences pleasure from books and pictures.
- Begins to enjoy the sound of words.
- Begins to develop appreciation of illustrations.
- Discovers the fun of imagining.
- Begins to distinguish between real and make-believe.
- Begins to realize that there are several types of literature: rhymes, stories, poems.

Expression

- Begins to participate in choral speaking of nursery rhymes and simple poems.
- Memorizes, through repetition, nursery rhymes and short stories.
- Retells stories in proper sequence.
- Begins to dramatize simple stories and poems.
- Begins to compose original stories.

Appreciation of Our Cultural Heritage

- Begins to acquire a broader understanding of his own world through stories and poems.

Enrichment of Experience and Extension of Information

- Begins to realize that books are sources of information.
- Absorbs a variety of information from pictures and stories.
- Enriches background through vicarious experiences.

Love of Country and Democratic Ideals

- Enjoys hearing stories about famous Americans.

Character and Ethical Values

- Begins to appreciate the elements of fair play found in folk and fairy tales.
- Begins to sense right and wrong behavior in situations.

Fun and Escape

- Enjoys the humor of nursery rhymes.
- Enjoys the humor of repetition and alliteration.
- Enjoys sheer nonsense in short stories and poems.

Insight into Personal Problems

- Relates material read to him to current activities and interests.

Understanding the Problems of Others

- Begins to sympathize with the feelings of story characters.

EXPECTANCIES IN THE TEACHING OF LITERATURE (continued)

TYPES OF LITERATURE

Poetry

- Appreciates nursery rhymes and simple poems.
- Begins to develop a feeling for rhythm.
- Begins to realize that poetry is akin to music.

Folk and Fairy Tales

- Begins to develop appreciation of simple fairy tales.

Nonfiction

- Enjoys picture books of various types.
- Enjoys simple nature stories.
- Enjoys stories and poems about holidays.

Fiction

- Enjoys animal stories.
- Enjoys stories about children of his own age.

SUGGESTED LIST FOR TEACHING LITERATURE

Kindergarten and Grade One

PROSE

Our Friends in Nature

Aulaire, Ingri d'	*Animals Everywhere*
Austin, Margot	*Peter Churchmouse*
Beatty, Hetty	*Little Wild Horse*
Birnbaum, Abe	*Green Eyes*
Bright, Robert	*The Friendly Bear*
*Brunhoff, Jean de	*The Story of Babar*
*Davis, Alice	*Timothy Turtle*
Duvoisin, Roger	*Petunia*
Duvoisin, Roger	*Two Lonely Ducks*
Ets, Marie	*Play with Me*
Flack, Marjorie	*Angus and the Cat*
Françoise	*Jeanne-Marie Counts Her Sheep*
Freeman, Don	*Norman the Doorman*
*Gág, Wanda	*Millions of Cats*
Gág, Wanda	*ABC Bunny*
Gay, Zhenda	*Look!*
Hader, Berta	*Lost in the Zoo*
Hurd, Clement	*Run, Run, Run*
Ipcar, Dahlov	*I Like Animals*
Krauss, Ruth	*The Happy Day*
Lenski, Lois	*A Dog Came to School*
MacDonald, Golden	*Little Frightened Tiger*
Otto, Margaret	*Little Brown Horse*
Petersham, Maud	*The Box with the Red Wheels*
Petersham, Maud	*The Rooster Crows*
*Potter, Beatrix	*The Tale of Peter Rabbit*
*Rey, Hans	*Curious George*
Rey, Hans	*Curious George Takes a Job*
Tresselt, Alvin	*Hi, Mr. Robin*
Zion, Gene	*Harry the Dirty Dog*
Zion, Gene	*No Roses for Harry*

Fairy Tales and Fantasy

Brooke, L. Leslie	*The Golden Goose Book*
Brown, Margaret	*Two Little Trains*
Ets, Marie	*In the Forest*
Krauss, Ruth	*A Very Special House*
Lefevre, Félicité	*The Cock, the Mouse, and the Little Red Hen*
Yashima, Taro	*Umbrella*

PROSE

Fun and Nonsense

Bright, Robert	*I Like Red*
Joslin, Sesyle	*What Do You Say, Dear?*
*Leaf, Munro	*Story of Ferdinand*
Munari, Bruno	*Bruno Munari's ABC*
Petersham, Maud	*The Circus Baby*
*Slobodkina, Esphyr	*Caps for Sale*
Thayer, Jane	*Where's Andy?*
Zion, Gene	*The Summer Snowman*

Friends and Things Around Us

*Anglund, Joan	*A Friend Is Someone Who Likes You*
*Anglund, Joan	*Love Is a Special Way of Feeling*
Brown, Margaret	*The Country Noisy Book*
Brown, Palmer	*Something for Christmas*
Buckley, Helen	*Grandfather and I*
Flack, Marjorie	*The Boats on the River*
Françoise	*Thank-you Book*
*Gramatky, Hardie	*Little Toot*
Krasilovsky, Phyllis	*The Very Little Girl*
Lenski, Lois	The *Small* books
McGinley, Phyllis	*All Around the Town*
*Piper, Watty	*The Little Engine That Could*
Politi, Leo	*Little Leo*
Schneider, Nina	*While Susie Sleeps*
Slobodkin, Louis	*Millions and Millions*
Wasson, Valentina	*The Chosen Baby*
Wright, Ethel	*Saturday Walk*
*Zion, Gene	*All Falling Down*
Zolotow, Charlotte	*Over and Over*

Learning from Nature

Brown, Margaret	*The Important Book*
Gay, Zhenda	*The Nicest Time of the Year*
Memling, Carl	*What's in the Dark?*
Tresselt, Alvin	*Rain Drop Splash*
*Udry, Janice	*A Tree Is Nice*

*RECOMMENDED FOR READING ALOUD

Kindergarten and Grade One

POETRY

Nature

Allingham, William	Robin Redbreast
Conkling, Hilda	*Poems by a Little Girl*
	Moon Song
	Dandelion
Rasmussen, Carrie	Mister Potato
Rosetti, Christina	Who Has Seen the Wind?
Stevenson, Robert L.	Autumn Fires
Stevenson, Robert L.	The Cow

Fairyland and Fantasy

Allingham, William	*Robin Redbreast*
	The Fairies
	The Fairy Shoe-Maker
De la Mare, Walter	*Rhymes and Verses*
	The Little Green Orchard
	Some One
	The Mocking Fairy
Fyleman, Rose	*Fairies and Chimneys*
	Differences
	Dunsley Glen
	The Fairies
	Fairies and Friends
	The Fairy Flute
	The Fairy Green
	Fairies in the Malverns
	The Fairy Tailor
	The Singing Fairy
	Yesterday in Oxford Street
Rasmussen, Carrie	*Let's Say Poetry Together*
Bangs, John K.	The Little Elf
Fyleman, Rose	Have You Watched the Fairies?
Fyleman, Rose	The Goblin

Humor, Laughter and Nonsense

Mother Goose

Brooke, L. Leslie	*Ring O' Roses*
DeAngeli, Marguerite	*Book of Nursery and Mother Goose Rhymes*
Greenaway, Kate	*Mother Goose; or, The Old Nursery Rhymes*
Lines, Kathleen	*Lavender's Blue*
Opie, Iona	*The Oxford Nursery Rhyme Book*
Rackham, Arthur	*Mother Goose; The Old Nursery Rhymes*
Rojankovsky, Feodor	*The Tall Book of Mother Goose*
Tudor, Tasha	*Mother Goose*
Wright, Blanche	*The Real Mother Goose*

POETRY

Variants of Mother Goose

Duvoisin, Roger	*A for the Ark*
Françoise	*The Gay ABC*
Gág, Wanda	*ABC Bunny*
McGinley, Phyllis	*All Around the Town*
Newberry, Clare G.	*Kittens' ABC*
Tudor, Tasha	*A Is for Annabelle*
Wood, Ray	*The American Mother Goose*

Other Humorous Poetry

Brooke, L. Leslie	*Johnny Crow's Garden*
Brooke, L. Leslie	*Johnny Crow's Party*
Brooke, L. Leslie	*Johnny Crow's New Garden*
De la Mare, Walter	*Alas, Alack!*
Farjeon, Eleanor	*Nursery Rhymes of London Town*
	Piccadilly
Field, Eugene	*The Duel (The Gingham Dog and the Calico Cat)*
McCord, David	*In the Middle*
Milne, A. A.	*When We Were Very Young*
	Now We Are Six
	Buckingham Palace
	Hoppity
	Halfway Down
Smith, William J.	*Laughing Time*

Friends at Home and at Play

Child, Lydia	Thanksgiving Day
De la Mare, Walter	The Lost Shoe
Field, Eugene	Wynken, Blynken and Nod
Frost, Robert	The Pasture
Longfellow, Henry Wadsworth	Hiawatha's Childhood
Longfellow, Henry Wadsworth	The Children's Hour
Miller, William	Willie Winkie
Moore, Clement	A Visit from St. Nicholas
Stevenson, Robert	The Land of Counterpane
Stevenson, Robert	The Land of Story-books

Kindergarten and Grade One

POETRY

Anthologies

Arbuthnot, May Hill	*Time for Poetry*
Association for Childhood Education	*Sung under the Silver Umbrella*
Brewton, Sara	*Bridled with Rainbows*
Brewton, John	*Under the Tent of the Sky*
Cole, William	*I Went to the Animal Fair*
Cole, William	*Humorous Poetry for Children*
Ferris, Helen	*Favorite Poems Old and New*
Huffard, G. T.	*My Poetry Book*
Love, Katherine	*A Pocketful of Rhymes*
Love, Katherine	*A Little Laughter*
Peterson, Isabel	*The First Book of Poetry*
Rasmussen, Carrie	*Let's Say Poetry Together*
Untermeyer, Louis	*The Golden Treasury of Poetry*
Untermeyer, Louis	*Rainbow in the Sky*
Werner, Jane	*The Golden Book of Poetry*
Withers, Carl	*A Rocket in My Pocket*

Individual Poets

Aldis, Dorothy	*All Together*
Behn, Harry	*Windy Morning*
Benét, William Rose	*Poems for Youth*
De la Mare, Walter	*Come Hither*
Farjeon, Eleanor	*Poems for Children*
Field, Rachel	*Poems*
Frost, Robert	*You Come Too*
Lear, Edward	*A Book of Nonsense*
Millay, Edna St. Vincent	*Poems Selected for Young People*
Milne, A. A.	*The World of Christopher Robin*
Richards, Laura	*Tirra Lirra*
Sandburg, Carl	*Early Moon*
Thompson, Blanche	*Silver Pennies*

Subject Index to Poetry

Brewton, John and Sara	*Index to Children's Poetry and Supplements*

READING DEVELOPMENT IN GRADE ONE

The main purposes of the instructional program at the first grade level are: developing beginning reading skills, forming good reading habits, promoting desirable attitudes toward reading, and developing an appreciation of reading.

Many children who enter first grade are ready and eager to learn to read. These children possess sufficient intellectual, physical, social, and emotional maturity to profit from reading instruction. For them, a prolonged readiness period is neither necessary nor desirable. Other children need further readiness experiences for a period of several weeks before beginning formal reading instruction. A few children need a prolonged period of readiness activities before they are ready to begin reading.

As children progress in reading in the first grade, more advanced word-recognition skills are developed, comprehension skills are broadened, and enjoyment of reading is increased.

EXPECTANCIES IN THE TEACHING OF READING

READINESS FOR BEGINNING READING

General Traits

- Shows a desire to read.
- Enunciates and pronounces words clearly.
- Understands and uses left to right visual progression.
- Follows directions in games and activities.
- Dramatizes familiar stories.
- Participates in group discussion.
- Discusses and criticizes plans for activities.
- Can repeat directions for making things.
- Participates in making experience charts of group activities and experiments.
- Understands and uses charts of helpers, numbers, colors.
- Evidences readiness for reading as measured by informal and standardized reading readiness tests.

Auditory Perception

- Listens for and identifies common sounds.
- Perceives location of sounds.
- Recognizes rhymes and rhyming words.
- Becomes conscious of similarities and differences in the sound of words.
- Perceives beginning consonant sounds in words and pictures.
- Recognizes words that begin with t, b, s, m, f.
- Recognizes rhyming words from pictures.

Visual Discrimination

- Recognizes likenesses and differences of objects.
- Observes picture details: form, size, action, reversals.
- Interprets picture details.
- Notices likenesses and differences in the appearance of words.
- Engages in kinesthetic - visual activities: drawing, coloring, tracing, word blocking.
- Recognizes similarities and differences in letters, words, phrases, sentences.
- Recognizes letters of the alphabet.

Word Perception

- Associates certain words with objects and pictures when they apply to personal experience: labels, signs, names.
- Builds a meaningful sight vocabulary.

Comprehension

- Recognizes quickly the meaning of certain words and groups of words.
- Asks about the meaning of words.
- Anticipates outcomes of a series of pictures or events.
- Retells a series of events in proper sequence.
- Tells in own words the main idea of a story.

EXPECTANCIES IN THE TEACHING OF READING (continued)

DEVELOPMENTAL READING

Word Recognition

Phonetic Analysis (Auditory perception and visual discrimination)

Consonants

- Recognizes most consonant sounds in initial position.
- Recognizes some consonant sounds in medial and final position.
- Recognizes some consonant digraphs (ch, sh, th, wh).
- Recognizes many consonant blends in the initial position (bl, pl, fl, st, br, gr, tr, dr, fr).
- Recognizes some consonant blends in the final position (ck, nd, nt, st).
- Substitutes consonant sounds in known words.
  - -- single consonant sounds in initial and final position.
  - -- blends and digraphs in initial position.

Vowels

- Knows the names of the vowels and their long sounds.
- Perceives the sound of short vowels in initial position.
- Perceives the sound of some vowel digraphs (ou-out, ow-cow).

Phonetic Parts

- Recognizes letter forms (alphabet).
- Perceives words with similar phonetic parts (rhyming endings).
- Recognizes some phonograms (in, ike, old, ook, ay, all).
- Understands that if a word ends in two similar consonants, one of these is silent (call).

Structural Analysis

- Recognizes plural forms ending in s and es.
- Recognizes possessive forms (singular).
- Recognizes verbs ending in s, d, ed, ing.
- Recognizes compound words made up of two known root words.
- Recognizes contractions with one letter omitted.
- Recognizes capitalized and non-capitalized forms of words.

Word Analysis

- Knows common words by sight (50 - 100).
- Discriminates between words easily confused: (saw, was).
- Uses configuration clues as needed length of word, height of word, words that look almost alike.
- Uses picture and context clues to check phonetic and structural analysis.
- Understands that some words express opposite meanings (fat, thin).
- Understands that some words have similar meanings (too; also).
- Understands that some words sound alike but are spelled differently and have different meanings (no, know; to, too, two).
- Realizes that words may represent more than one meaning (I will go. His name is Will.).
- Understands that some words are used instead of names (he, she, they).
- Uses new words in meaningful context.

READING DEVELOPMENT IN GRADE ONE (continued)

EXPECTANCIES IN THE TEACHING OF READING (continued)

DEVELOPMENTAL READING (continued)

Comprehension

General Expectancies

- Identifies the main idea of a sentence, paragraph, or story.
- Recalls the sequence of events in a story.
- Predicts the outcome of a story.
- Understands that a sentence is a meaning unit.
- Uses punctuation as a guide to meaning: period, question mark, exclamation mark, quotation mark, comma.
- Reads and follows simple directions.
- Reads to find answers to specific questions.
- Uses pictures and context as clues to meaning.
- Begins to read in thought units.

Rate of Reading

- Reads basic silent reading materials with satisfactory comprehension at approximately 55 words per minute.

Oral Reading

- Reads loudly enough to be heard.
- Learns to relax while reading.
- Remembers that each syllable of the word is important.
- Avoids a weak mumbling type of reading.
- Overcomes common difficulties: reversals, substitutions, omissions, additions.
- Evidences rhythmical progression of eye movement from left to right.
- Shares reading in an audience situation.
- Reads fluently and smoothly.
- Gives dramatic interpretation of conversation in reading.
- Uses care in enunciation and pronunciation of words.
- Takes character parts in a story.

FUNCTIONAL READING

Locating Information

Books

- Begins to use the table of contents of books.
- Locates a story from a page given in the table of contents.
- Locates information in a sentence, paragraph, page, or story.

Pictures

- Finds the answers to questions in pictures.
- Uses pictures as an aid to understanding of context.

Dictionary

- Learns that words are arranged alphabetically.
- Realizes that words sometimes represent more than one meaning.
- Organizes words alphabetically according to beginning letter.
- Begins to use picture dictionary.

Library

- Becomes aware of the library as a source of recreational reading.
- Becomes aware of the library as a source of information.
- Begins to take out books to "find out about things".
- Begins to take out books to read for enjoyment.

Maps, Charts, Graphs

- Finds familiar landmarks on neighborhood maps.
- Begins to read and interpret health and temperature charts.

READING DEVELOPMENT IN GRADE ONE (continued)

EXPECTANCIES IN THE TEACHING OF READING (continued)

FUNCTIONAL READING (continued)

Evaluating Information

- Keeps in mind the specific purpose for his reading.
- Uses own experience in evaluating material used.

Organizing Information

- Classifies pictures in groups: fruit, farm animals, zoo animals, etc.
- Organizes ideas according to simple time sequence.
- Summarizes ideas gained from reading in own words.

Interpretive Skills

- Senses the humor in a situation.
- Recognizes emotional reactions and motives of story characters: happiness, surprise, fear.
- Begins to make judgments related to cause and effect.
- Begins to interpret ideas implied, but not stated or pictured.
- Begins to understand relationships of time, place, number, order, size, class. (wild animal, farm animal)
- Furthers understanding through visual and auditory imagery.
- Expresses ideas suggested through reading in creative writing and art experiences.

EXPECTANCIES IN THE TEACHING OF LITERATURE

AIMS OF LITERATURE

Appreciation and Taste in Literature

Impression

- Enjoys hearing stories and poems read.
- Develops an increasing interest in books.
- Enjoys the rhythm and sound of words.
- Develops appreciation of illustrations.
- Distinguishes between real and make-believe stories.
- Enlarges his imagination through hearing a variety of stories and poems.
- Realizes that there are several types of literature: rhymes, poems, make-believe stories, stories of real people.
- Begins to read silently for pleasure.
- Becomes acquainted with a few authors of children's literature.
- Begins to distinguish humor, pathos, suspense.
- Begins to develop skill in visual imagery.
- Increases store of sensory imagery.

Expression

- Participates in choral speaking of nursery rhymes and simple poems.
- Memorizes, through repetition, favorite nursery rhymes and poems.
- Retells stories in sequence.
- Dramatizes short stories and poems.
- Begins to predict endings of stories.
- Begins to read orally selections he enjoys.
- Begins to share books through discussion with the group.
- Begins to compose original stories and poems.

Appreciation of Our Cultural Heritage

- Acquires a broader understanding of his own world through stories and poems.
- Begins to develop understanding of the world of others.

Enrichment of Experience and Extension of Information

- Realizes that books are sources of information.
- Absorbs a variety of information from stories and pictures.
- Discovers the library as a source of books and stories.
- Increases understanding of time and sequence through literature.

Love of Country and Democratic Ideals

- Enjoys hearing stories about famous Americans.

Character and Ethical Values

- Appreciates the elements of fair play found in folk and fairy tales.
- Senses right and wrong behavior in situations.

Fun and Escape

- Enjoys the humor of nursery rhymes.
- Enjoys repetition and alliteration of words.
- Recognizes and enjoys humor in stories and poems.

EXPECTANCIES IN THE TEACHING OF LITERATURE (continued)

AIMS OF LITERATURE (continued)

Insight into Personal Problems

- Begins to identify himself with characters in a story.

Understanding the Problems of Others

- Sympathizes with the feelings of story characters.
- Begins to develop understanding of the way others feel and act.

TYPES OF LITERATURE

Poetry

- Enjoys nursery rhymes and short poems.
- Appreciates the rhythm and lilt of poetry.
- Realizes that poetry is akin to music.
- Begins to interpret the meaning of simple poems.

Folk and Fairy Tales

- Develops appreciation of folk and fairy tales.
- Becomes familiar with many folk and fairy tales.

Nonfiction

- Enjoys stories and picture books about the world of nature.
- Enjoys stories and poems about holidays.

Fiction

- Enjoys stories about animals who talk and behave like humans.
- Enjoys stories about adventures of children his age.

READING DEVELOPMENT IN GRADE TWO

Many children who enter second grade have completed the beginning reading stage and are entering the initial period of *independent reading*. Characteristics of this period are: rapid growth of reading skills, increasing ability to figure out unfamiliar words, expansion of reading interests, and the ability to read silently a variety of materials.

The task of the teacher is to give guidance to ensure steady growth in word-recognition skills, comprehension skills, and vocabulary. Many varied experiences in reading should be provided to increase interest in, and love of, reading.

EXPECTANCIES IN THE TEACHING OF READING

DEVELOPMENTAL READING

Word Recognition

Phonetic Analysis

Consonants

- Recognizes consonants in initial, medial, and final positions (auditory and visual).
- Recognizes common consonant blends (auditory and visual).
- Understands that **c** and **g** may have both hard and soft sounds.
- Understands that **c** and **g** are usually soft before **e, i, y.**
- Understands that the second of two like consonants is silent.
- Understands that some consonants are silent in other combinations (digraphs - **ck, kn, gh**).
- Substitutes consonants in initial and final position.

Vowels

- Knows the names of the vowels.
- Perceives the long and short sounds of vowels (auditory and visual).
- Understands the effect of the consonants **r, l, w** on vowels.
- Recognizes that the vowel **y** has the sound of long or short **i.**
- Recognizes common vowel digraphs **(ee, ea, oo, au, ie, ei, ew, ue, ai, ay, oa, oe).**
- Recognizes diphthongs. **(ou, ow; oi, oy).**
- Realizes that vowel letters stand for more than one sound **(read, head; soon, look; cow, snow).**

Vowels (continued)

- Understands that the vowel **e** at the end of a short word is usually silent and the preceding vowel is long.
- Understands that a single vowel in a short word usually has the short sound.

Phonetic Parts

- Applies vowel principles to new situations.
- Recognizes common phonograms --
  - a: **an, ace, all, at, ack, ay, aw, air, ar, as, ame, ake, ate, ast, ary, ad**
  - e: **en, ed, et, ear, est, eep, ell, eck**
  - i: **ive, ick, ill, ip, ing, ight, ig, in, it**
  - o: **oat, og, op, ound, old, oy, own, ot, oon, ock**
  - u: **un, ust, ut, uck**
- Makes new words with phonograms and single consonants or digraphs.

Structural Analysis

- Recognizes contractions with one letter omitted.
- Recognizes possessive forms (singular and plural).
- Recognizes small words in larger words.

EXPECTANCIES IN THE TEACHING OF READING (continued)

DEVELOPMENTAL READING (continued)

Structural Analysis (continued)

- Recognizes root words in inflected or derived forms (s, d, ed, ing).
- Recognizes root words plus n, en, er, est, y.
- Understands that compound words are made up of two root words.
- Recognizes common prefixes (com, ex, in, un).
- Adds suffixes to familiar words (ly, er, ty).
- Applies the correct plural forms (s or es).
- Recognizes syllables in familiar words (auditory perception)
- Understands that final e is dropped before adding an ending or suffix.
- Understands that y changes to i before adding an ending or suffix.
- Understands that the final consonant is doubled before adding suffix.

Word Analysis

- Knows basic sight vocabulary.
- Uses basic principles of word analysis introduced earlier.
- Uses picture clues as needed as an aid to word recognition.
- Develops skill in recognizing differences in configuration and individual letters.
- Uses context clues to check analysis.
- Applies phonetic attack to new words
  - Uses phonetic clues alone.
  - Combines phonetic and context clues.
  - Combines phonetic and structural clues.
- Understands that words have several meanings.
- Learns additional words that have similar meanings.
- Learns additional words that have opposite meanings.

Comprehension

General Expectancies

- Identifies the main idea of a story.
- Discusses and interprets story facts.
- Recalls sequence of events in a story.
- Begins to make generalizations based on reading and personal experience.

General Expectancies (continued)

- Shows growth in noting details of description.
- Comprehends phrase and sentence meaning and simple definitions.
- Continues to use punctuation as a guide to meaning.
- Reads for details.
- Reads and follows more complex directions.
- Reads independently with comprehension.
- Locates specific information in answer to questions.
- Locates information to support personal ideas and opinions.
- Anticipates outcomes of stories.
- Recognizes the difference between fact and fantasy.

Rate of Reading

- Reads basic silent reading materials with satisfactory comprehension at approximately 90 words per minute.
- Adjusts speed of reading to the purpose.
  - Reads slowly for instructions or facts.
  - Reads for pleasure at a faster pace.
  - Skims material for answers to questions.

Oral Reading

- Stands correctly, yet comfortably.
- Holds the book so his face can be seen.
- Rereads selections orally with increasing fluency.
- Reads in idea units not word units.
- Uses punctuation marks as a guide to expression.
- Adapts voice to action and mood to the story.
- Enunciates clearly and develops pleasing voice quality.
- Indicates characterization by voice.
- Prepares for oral reading by preliminary silent reading.
- Listens to others read and notices expression.
- Listens to his teacher read and notices phrasing, flow, expression.

EXPECTANCIES IN THE TEACHING OF READING (continued)

FUNCTIONAL READING

Locating Information

Books

- Uses the table of contents of books to find the story.
- Examines other tables of contents to see what books contain.
- Recognizes the title page.
- Understands the purpose of divisions of books: grouping of stories related to a topic, or to a series of events.
- Distinguishes between recreational and work-type material.

Pictures

- Finds details in pictures.
- Associates information in pictures with context.

Dictionary

- Realizes that words are arranged in alphabetical order.
- Uses picture dictionaries to find new words.
- Understands that words sometimes represent more than one meaning.

Library

- Realizes that the library is a place for recreational reading.
- Realizes that the library is a source of varied information.
- Knows that some books are grouped by initial letter.
- Finds books on shelves.
- Takes out books to read about topics of personal interest.
- Selects books related to definite topics.

Evaluating In formation

- Keeps in mind the purpose of his reading.
- Uses own experience in evaluating material read.
- Compares statements with others in the same book.

Organizing Information

- Classifies groups of things: barn, house, school (buildings).
- Organizes ideas according to simple time sequence.
- Summarizes ideas gained from reading in own words.
- Begins to summarize paragraphs, parts of stories, complete stories.

Interpretive Skills

- Senses the humor in a situation.
- Recognizes emotional reactions and motives of story characters.
- Identifies and develops character traits.
- Identifies and reacts to the mood or tone of a story or poem.
- Begins to make judgments and draw conclusions.
- Interprets ideas implied but not clearly stated.
- Begins to make inferences and associations.
- Perceives relationships of time, place, sequence, number, size, space, part-whole, cause-effect.
- Forms sensory images: sight, sound, touch, smell, taste.
- Begins to compare and contrast ideas, stories, events.
- Begins to develop skill in critical reading.
  - Recognizes false statements.
  - Chooses the most pertinent idea from a group of related statements.
  - Discards irrelevant statements.
  - Recognizes a highly improbable statement as humorous.
- Assimilates ideas read.
  - Continues to express in his creative writing ideas suggested in reading.
  - Uses ideas gained from reading to solve problems in other areas.
  - Integrates ideas read with his previous experiences.

EXPECTANCIES IN THE TEACHING OF LITERATURE

AIMS OF LITERATURE

Appreciation and Taste in Literature

Impression

- Continues to evidence delight in hearing books and poetry read.
- Demonstrates an increasing interest in books.
- Develops feeling for rhythm and the sound of words.
- Develops appreciation of illustrations.
- Distinguishes between real and make-believe stories.
- Extends his imagination through hearing a variety of stories and poems.
- Realizes that there are several types of literature: poems, make-believe stories, stories of real people.
- Reads silently for pleasure.
- Becomes acquainted with a few authors and illustrators of children's literature.
- Begins to distinguish humor, pathos, suspense.
- Develops skill in visual imagery.
- Increases store of sensory imagery.
- Begins to follow sequential development of plot .
- Enjoys hearing stories beyond his reading ability.
- Begins to build permanent interest in reading.

Expression

- Participates in choral speaking of simple rhythmical poems.
- Memorizes, through repetition, short poems of his choice.
- Retells familiar stories to the group.
- Increases ability to dramatize stories and poems.
- Takes pride in reading to the group selections of his choice.
- Enjoys sharing books through discussion with the group.
- Composes original stories and poems.
- Begins to make book reports by telling a funny or exciting incident from a favorite book.
- Expresses interest through creative drawings.

Appreciation of Our Cultural Heritage

- Acquires a broader understanding of his own world through stories and poems.
- Develops through literature an understanding of the world of others.
- Is introduced to the literary heritage of our country: adventures, biographies, legends.

Enrichment of Experience and Extension of Information

- Realizes that books are sources of information.
- Absorbs a variety of information from books and pictures.
- Continues to develop interest in the library as a source of books and information.
- Selects own books with greater independence.
- Increases understanding of time and sequence through literature.
- Begins to read simple informational books.

Love of Country and Democratic Ideals

- Continues to enjoy hearing stories and poems about famous Americans.
- Begins to read simple biographies.

Character and Ethical Values

- Appreciates the elements of fair play found in folk and fairy tales.
- Appreciates the characteristics of generosity and kindness in stories.
- Admires the characteristics of honesty and courage of famous people as shown in biographies of them.

READING DEVELOPMENT IN GRADE TWO (continued)

EXPECTANCIES IN THE TEACHING OF LITERATURE (continued)

AIMS OF LITERATURE (continued)

Fun and Escape

- Enjoys humor in rhymes and limericks.
- Enjoys repetition and alliteration of words.
- Recognizes and enjoys humor in stories and poems.

Insight into Personal Problems

- Identifies himself with story characters.

Understanding the Problems of Others

- Sympathizes with the feelings of story characters.
- Develops understanding of the way others feel and act.

TYPES OF LITERATURE

Poetry

- Enjoys hearing poetry read.
- Appreciates the rhythm and rhyme of poetry.
- Realizes that there are several kinds of poems: humorous, nature, narrative.
- Interprets the meaning of simple poems.
- Begins to read poetry independently.

Folk and Fairy Tales

- Continues to develop appreciation of folk and fairy tales.
- Becomes familiar with many folk and fairy tales.
- Begins to recognize the "moral" in folk tales.

Nonfiction

- Enjoys books about the world of nature.
- Enjoys stories about famous people.
- Enjoys books about the world around: modes of transportation, occupations.

Fiction

- Enjoys stories about animals who talk.
- Enjoys stories about the adventures of children of the same age.

SUGGESTED LIST FOR TEACHING LITERATURE

Grade Two and Grade Three

PROSE

Our Friends in Nature

*Anderson, Clarence	*Billy and Blaze*
Aulaire, Ingri d'	*Animals Everywhere*
Aulaire, Ingri d'	*Don't Count Your Chicks*
*Bannerman, Helen	*The Story of Little Black Sambo*
Beatty, Hetty	*Little Wild Horse*
Bemelmans, Ludwig	*Parsley*
Bennett, Rainey	*The Secret Hiding Place*
Bible Selections	*Animals of the Bible*
Brooke, L. Leslie	*Johnny Crow's New Garden*
Brown, Marcia	*Felice*
Brown, Margaret	*Wheel on the Chimney*
Brown, Palmer	*Cheerful*
Brunhoff, Jean de	*Babar the King*
Buff, Mary	*Dash and Dart*
Buff, Mary	*Elf Owl*
Carroll, Ruth	*Tough Enough*
Charles, Robert H.	*A Roundabout Turn*
Dalgliesh, Alice	*The Bears on Hemlock Mountain*
*Daugherty, James	*Andy and the Lion*
Daugherty, James	*The Picnic*
Davis, Lavinia	*Roger and the Fox*
Dennis, Wesley	*Flip*
DuBois, William	*Lion*
DuBois, William	*Otto in Africa*
Earle, Olive	*Birds and Their Nests*
Fischer, Hans	*Pitschi*
Fischer, Hans	*The Birthday*
*Flack, Marjorie	*Angus and the Ducks*
Flack, Marjorie	*Ask Mr. Bear*
*Flack, Marjorie	*The Story about Ping*
Flack, Marjorie	*The Restless Robin*
Freeman, Don	*Fly High, Fly Low*
Godden, Rumer	*Mouse House*
Godden, Rumer	*The Mousewife*
Hader, Berta	*Little White Foot*
Hader, Berta	*The Mighty Hunter*
Ipcar, Dahlov	*Brown Cow Farm*
Langstaff, John	*Over in the Meadow*
Lenski, Lois	*The Little Auto*
Lionni, Leo	*Inch by Inch*
*McCloskey, Robert	*Blueberries for Sal*
*McCloskey, Robert	*Make Way for Ducklings*
Minarik, Else	*Little Bear*
Minarik, Else	*Little Bear's Friend*
Minarik, Else	*Little Bear's Visit*
Newberry, Clare	*April's Kittens*
Newberry, Clare	*Marshmallow*
Newberry, Clare	*Mittens*

*** Recommended for reading aloud**

PROSE

*Payne, Emmy	*Katy No-Pocket*
Politi, Leo	*Song of the Swallows*
*Potter, Beatrix	*Tailor of Gloucester*
Rey, H. A.	*Curious George Takes a Job*
Rey, H. A.	*Curious George Rides a Bike*
Schlein, Miriam	*The Four Little Foxes*
Sewell, Helen	*Blue Barns*
Slobodkin, Louis	*Dinny and Danny*
Titus, Eve	*Anatole*
Tresselt, Alvin	*Timothy Robbins Climbs the Mountain*
Udry, Janice	*Danny's Pig*
Ungerer, Tomi	*Crictor*
*Ward, Lynd	*The Biggest Bear*
Will, and Nicholas	*Finders Keepers*
Will, and Nicholas	*Chaga*
Williams, Gweneira	*Timid Timothy*
Ylla	*Two Little Bears*
Ylla	*Animal Babies*

Fairy Tales and Fantasy

Andersen, Hans Christian	*The Steadfast Tin Soldier*
Andersen, Hans Christian	*The Ugly Duckling*
Bishop, Claire	*The Five Chinese Brothers*
*Brown, Marcia	*Stone Soup*
*Clark, Margery	*Poppy Seed Cakes*
Gág, Wanda	*Gone Is Gone*
Gannett, Ruth	*The Dragons of Blueland*
Gannett, Ruth	*Elmer and the Dragon*
*Gannett, Ruth	*My Father's Dragon*
Grimm Brothers	*The Shoemaker and the Elves*
*Heyward, DuBose	*The Country Bunny and the Little Gold Shoes*
Johnson, Crockett	*Ellen's Lion*
Johnson, Crockett	*Harold and the Purple Crayon*
Lindgren, Astrid	*The Tomten*
McGinley, Phyllis	*The Most Wonderful Doll in the World*
Perrault, Charles	*Cinderella*
Perrault, Charles	*Puss in Boots*
Quigley, Lillian	*The Blind Men and the Elephant*
Robbins, Ruth	*Baboushka and the Three Kings*
Rojankovsky, Feodor	*Tall Book of Mother Goose*
Rojankovsky, Feodor	*Tall Book of Nursery Tales*
Sawyer, Ruth	*Journey Cake, Ho!*
*Seuss, Dr.	*500 Hats of Bartholomew Cubbins*
Spier, Peter	*The Fox Went Out on a Chilly Night*
Swayne, Sam	*Great-Grandfather in the Honey Tree*
Tenggren, Gustav	*Tenggren Mother Goose Book*
*Tudor, Tasha	*Mother Goose*

Grade Two and Grade Three

PROSE

Fun and Nonsense

Bemelmans, Ludwig	*Madeline*
Bemelmans, Ludwig	*Madeline's Rescue*
Bright, Robert	*Georgie*
Duvoisin, Roger	*A for the Ark*
Eichenberg, Fritz	*Ape in a Cape*
Eichenberg, Fritz	*Dancing in the Moon*
Ets, Marie	*Mr. T. W. Anthony Woo*
*Fatio, Louise	*The Happy Lion*
Freeman, Lydia	*Pet of the Met*
Garrett, Helen	*Angelo the Naughty One*
Kahl, Virginia	*The Duchess Bakes a Cake*
Kahl, Virginia	*Plum Pudding for Christmas*
McCloskey, Robert	*Lentil*
Rand, Ann	*Sparkle and Spin*
*Seuss, Dr.	*And To Think I Saw It on Mulberry Street*
Seuss, Dr.	*500 Hats of Bartholomew Cubbins*
*Seuss, Dr.	*Horton Hatches the Egg*
Slobodkin, Louis	*Magic Michael*
Thayer, Jane	*The Popcorn Dragon*
Tudor, Tasha	*A is for Annabelle*
Wiese, Kurt	*Fish in the Air*

Friends and Things around Us

Andrews, F. Emerson	*Upside-Down Town*
Aulaire, Ingri d'	*Don't Count Your Chicks*
Beim, Jerrold	*Country Train*
Beim, Lorraine	*Two Is a Team*
*Beskow, Elsa	*Pelle's New Suit*
Bill, Helen	*Shoes Fit for a King*
Brown, Marcia	*Little Carousel*
Brown, Palmer	*Something for Christmas*
Burton, Virginia	*Katy and the Big Snow*
*Burton, Virginia	*The Little House*
*Burton, Virginia	*Mike Mulligan and His Steam Shovel*
Carlson, Natalie	*A Brother for the Orphelines*
Carlson, Natalie	*The Happy Orphelines*
DeRegniers, Beatrice	*A Little House of Your Own*
Ets, Marie	*Nine Days to Christmas*
Farjeon, Eleanor	*The Little Bookroom*
Felt, Sue	*Rosa-Too-Little*
Floethe, Louise	*The Cowboy on the Ranch*
Floethe, Louise	*If I Were Captain*
Gramatky, Hardie	*Hercules*
Hader, Berta	*Home on the Range*
Handforth, Thomas	*Mei Li*

*** Recommended for reading aloud**

PROSE

Harris, Isobel	*Little Brown Boy*
Haywood, Carolyn	*B is for Betsy*
Haywood, Carolyn	*Primrose Day*
Haywood, Carolyn	*Penny and Peter*
Kingman, Lee	*Peter's Long Walk*
Krasilovsky, Phyllis	*The Cow Who Fell in the Canal*
*Leaf, Munro	*Boo, Who Used To Be Scared of the Dark*
Lenski, Lois	*Papa Small*
Lenski, Lois	*Cowboy Small*
*Lindman, Maj	*Snipp, Snapp, Snurr, and the Red Shoes*
Lindman, Maj	*Flicka, Ricka, Dicka*
MacDonald, Golden	*Red Light, Green Light*
Martin, Patricia	*The Pointed Brush*
Matsuno, Masako	*A Pair of Red Clogs*
McCloskey, Robert	*One Morning in Maine*
*Milhous, Katherine	*The Egg Tree*
Morrow, Elizabeth	*The Painted Pig*
Politi, Leo	*Moy Moy*
Sauer, Julia	*Mike's House*
Sayers, Frances	*Bluebonnets for Lucinda*
Swift, Hildegarde	*The Little Red Lighthouse and the Great Gray Bridge*
Tresselt, Alvin	*Wake Up, City!*
Yashima, Taro	*Crow Boy*

Learning from Nature

Fish, Helen	*When the Root Children Wake Up*
Goudey, Alice	*The Day We Saw The Sun Come Up*
Hader, Berta	*The Big Snow*
MacDonald, Golden	*The Little Island*
Schneider, Herman	*Follow the Sunset*
Yashima, Taro	*Plenty To Watch*
Zolotow, Charlotte	*The Storm Book*

Excitement and Adventure

Ardizzone, Edward	*Little Tim and the Brave Sea Captain*
Aulaire, Ingri d'	*Ola*
*Massey, Jeanne	*The Littlest Witch*

Our Country's Story

Dalgliesh, Alice	*The Thanksgiving Story*
Dalgliesh, Alice	*The Fourth of July Story*
Mason, Miriam	*Caroline and Her Kettle Named Maud*

Grade Two and Grade Three

POETRY

Nature

Allingham, William	Robin Redbreast
Conkling, Hilda	*Poems by a Little Girl*
	Moon Song
	Dandelion
Fisher, Aileen	Up the Windy Hill
Howitt, Mary	The Spider and the Fly
Riley, James W.	Bear Story
Rosetti, Christina	Who Has Seen the Wind?
Sandburg, Carl	Fog
Stevenson, Robert Louis	The Cow
Teasdale, Sara	Stars Tonight
	The Falling Star

Fairyland and Fantasy

Allingham, William	*Robin Redbreast*
	The Fairies
	The Fairy Shoe-Maker
De la Mare, Walter	*Rhymes and Verses*
	The Little Green Orchard
	Some One
	The Mocking Fairy
Fyleman, Rose	*Fairies and Chimneys*
	Differences
	Dunsley Glen
	The Fairies
	Fairies and Friends
	The Fairy Flute
	The Fairy Green
	Fairies in the Malverns
	The Fairy Tailor
	The Singing Fairy
	Yesterday in Oxford Street
	Have You Watched the Fairies?
Rasmussen, Carrie	*Let's Say Poetry Together*

Humor, Laughter and Nonsense

Mother Goose

Brooke, L. Leslie	*Ring O' Roses*
Lines, Kathleen	*Lavender's Blue*
Rackham, Arthur	*Mother Goose; The Old Nursery Rhymes*

POETRY

Variants of Mother Goose

Eichenberg, Fritz	*Ape in a Cape*
Petersham, Maud and Miska	*The Rooster Crows*

Other Humorous Poetry

Lear, Edward	*Nonsense Songs and Stories*
	The Courtship of the Yonghy-Bonghy-Bo
	The Duck and the Kangaroo
	The Jumblies
	The Owl and the Pussy-Cat
Lear, Edward	*The Book of Nonsense*
	There Was an Old Man of Tobago
Lindsay, Vachel	The Potatoes' Dance
Meigs, Mildred	The Pirate Don Durk of Dowdee
Milne, A. A.	*When We Were Very Young*
	Now We Are Six
	Buckingham Palace
	Hoppity
	Halfway Down
Richards, Laura	*Tirra Lirra*
	Eletelephony
	Jippy and Jimmy
	Little John Bottlejohn
	Mrs. Snipkin and Mrs. Wobblechin
	The Umbrella Brigade
Riley, James W.	Little Orphant Annie

Friends At Home and At Play

Child, Lydia	Thanksgiving Day
De la Mare, Walter	The Lost Shoe
Field, Eugene	Wynken, Blynken and Nod
Frost, Robert	The Pasture
Longfellow, Henry Wadsworth	Hiawatha's Childhood
Longfellow, Henry Wadsworth	The Children's Hour
Miller, William	Willie Winkie
Moore, Clement	A Visit from St. Nicholas
Stevenson, Robert Louis	The Land of Counterpane
Stevenson, Robert Louis	The Land of Story-books

Grade Two and Grade Three

POETRY

Anthologies

Arbuthnot, May Hill	*Time for Poetry*
Assoc. for Childhood Education	*Sung under the Silver Umbrella*
Brewton, Sara	*Bridled with Rainbows*
Brewton, John	*Under the Tent of the Sky*
Cole, William	*I Went to the Animal Fair*
Cole, William	*Humorous Poetry for Children*
Ferris, Helen	*Favorite Poems Old and New*
Huffard, G. T.	*My Poetry Book*
Love, Katherine	*A Pocketful of Rhymes*
Love, Katherine	*A Little Laughter*
Peterson, Isabel	*The First Book of Poetry*
Rasmussen, Carrie	*Let's Say Poetry Together*
Untermeyer, Louis	*The Golden Treasury of Poetry*
Untermeyer, Louis	*Rainbow in the Sky*
Werner, Jane	*The Golden Book of Poetry*
Withers, Carl	*A Rocket in My Pocket*

Individual Poets

Aldis, Dorothy	*All Together*
Behn, Harry	*Windy Morning*
Benét, William Rose	*Poems for Youth*
De la Mare, Walter	*Come Hither*
Farjeon, Eleanor	*Poems for Children*
Field, Rachel	*Poems*
Frost, Robert	*You Come Too*
Lear, Edward	*A Book of Nonsense*
Millay, Edna St. Vincent	*Poems Selected for Young People*
Milne, A. A.	*The World of Christopher Robin*
Richards, Laura	*Tirra Lirra*
Sandburg, Carl	*Early Moon*
Thompson, Blanche	*Silver Pennies*

Subject Index to Poetry

Brewton, John and Sara	*Index to Children's Poetry and Supplements*

READING DEVELOPMENT IN GRADE THREE

At the third grade level, many children are ready for the transition stage in which a beginning is made of the independent study skills needed for the intermediate grades. Children must be able to handle both factual and fictional material independently. The silent reading rate must increase and new methods of attack of unfamiliar words should be introduced. All children do not reach this stage simultaneously. Some will be ready for the more advanced skills, while others will still need simpler materials and constant repetition of basic skills for mastery.

Teacher guidance and a well-planned reading program are still very necessary. Continuous growth in essential reading skills is of vital importance. Children should also be encouraged to read more challenging materials.

EXPECTANCIES IN THE TEACHING OF READING

DEVELOPMENTAL READING

Word Recognition

Phonetic Analysis

Consonants

- Recognizes the variant sounds of single consonants **(c, k, s, z, g, x)**.
- Uses skills for determining hard and soft consonants introduced earlier.
- Recognizes consonant blends (two-and three-letter).
- Recognizes common consonant digraphs in initial, medial, and final position.
- Understands the principles governing variant sounds of consonants **(c** and **g** before **e, i, y;** voiced **s** and **z, ed** as **t)**.
- Understands that the digraphs **gh**- and **ph** have the sound of **f.**
- Understands that certain blends and digraphs are not separated in syllables **(bl, st, gr; ch, th, sh)**.
- Uses skills governing silent consonants introduced earlier.
- Notices additional words which have silent consonants.

Vowels

- Recognizes the variant sounds of single vowels **(a, e, i, o, u)**.
- Understands that digraphs and double vowels stand for more than one sound.
- Understands that different vowel letters give the same vowel sound **(look, put; move, food; laid, say; her, earn)**.
- Understands that silent vowels are often visual clues to vowel sounds.
- Uses context as a key to pronunciation of new words containing diphthongs **(oi, oy; ow, ou)**.
- Recognizes many phonograms **(eem, ought, tion, atch, orm, oast, ound, oil)**.
- Begins to recognize the unstressed vowel or **schwa** sound **(el, le)**.
  - When the consonant **l** follows a vowel, the vowel sound is scarcely heard **(kernel, pencil, trial)**.
  - When words end with the consonant **l** followed by **e**, the **e** is not sounded **(apple, puzzle)**.
- Recognizes common digraphs and double vowels. **(o͝o, o͞o, oa, ui, au, aw, ea** and **ow** followed by **r)**.
- Understands and uses the principles governing vowel differences introduced earlier (grade 2).

EXPECTANCIES IN THE TEACHING OF READING (continued)

DEVELOPMENTAL READING (continued)

Phonetic Analysis (continued)

- Blends consonant and vowel sounds smoothly.
- Recognizes familiar phonetic parts.
- Uses phonograms as helps to pronunciation and as aids in unlocking new words.
- Recognizes syllabic parts of words.
  - Understands that a syllable is a word or part of a word which contains one vowel sound.
  - Understands that syllabic division is an aid in determining vowel sound in words of more than one syllable.
  - Recognizes one-syllable words with silent **e**.
  - Sees vowel digraph as one syllable.
  - Recognizes phonograms in syllables.
  - Recognizes final syllables with **le**.
  - Observes the effect of accent on syllables.
  - Uses syllabication as an aid to pronunciation.

Structural Analysis

- Uses the principles of structural analysis introduced earlier.
- Recognizes contractions with more than one letter omitted.
- Identifies root words in inflected or derived forms.
- Recognizes words formed by adding prefixes **(dis, im, in, un, re)**.
- Recognizes words formed by adding suffixes **(ful, ily, ish)**.
- Recognizes words formed by changing **f** to **v** and adding ending or suffix.
- Finds and makes unusual compound words.
- Begins to understand and use the principles of syllabication:
  - If the first vowel in a word is followed by two consonants, the syllable usually ends with the first of the two consonants.
  - If the first vowel in a word is followed by a single consonant, the consonant usually begins the second syllable.
  - If a word ends in **le** preceded by a consonant, the consonant usually begins the last syllable.

Structural Analysis (continued)

- Understands that syllables do not break between consonant blends or special two-letter consonant symbols **(ch, sh, th)**.
- Knows how to divide compound and hyphenated words into syllables.
- Understands that prefixes and suffixes are syllabic units.
- Observes use of accent mark on syllables as an aid to pronunciation.
  - Hears the accented syllable in a word.
  - Realizes that accent affects vowel sound.
  - Understands that accent is placed where it fits correctly in meaning.
- Understands that **a** is a syllable when found at the beginning of two-syllable words **(about, above)**.
- Begins to understand the principles for determining vowel sounds in syllables.
  - A single vowel usually has the short sound unless it comes at the end of a syllable.
  - If there are two vowels together in an accented syllable, the first usually has the long sound and the second is silent.
  - If there are two vowels in an accented syllable, one of which is silent **e**, usually the first vowel has the long sound and the final **e** is silent.
  - If the vowel in a syllable is followed by **r**, the sound of the vowel is usually controlled by the **r** sound.

Word Analysis

- Discriminates between words of similar form **(wonder, wander)**
- Uses phonetic analysis and context clues introduced earlier to unlock new words.
- Uses structural analysis and context clues introduced earlier to unlock new words.
- Combines word attack and picture clues, as needed.
- Observes multiple meanings of words **(bear, bear)**.

EXPECTANCIES IN THE TEACHING OF READING (continued)

DEVELOPMENTAL READING (continued)

Word Analysis (continued)

- Recognizes common homonyms **(bear, bare).**
- Distinguishes synonyms and antonyms.
- Distinguishes between words of similar meaning **(looked, stared).**
- Selects a meaning appropriate to the context.

Comprehension

General Expectancies

- Interprets the main idea of sentences, paragraphs, stories.
- Recognizes sequence of events in a story.
- Reads for details with increasing speed.
- Anticipates outcomes of stories.
- Comprehends phrase and sentence meaning.
- Uses punctuation as a guide to meaning.
- Gains skill in making generalizations based on reading, observation, and experience.
- Distinguishes between fact and fancy, relevant and irrelevant material.
- Reads and follows more complex directions.
- Recalls facts and events, both general and specific.
- Reads longer selections with speed, accuracy and comprehension.
- Increases comprehension through an enlarged reading, listening, and speaking vocabulary.
- Attacks and understands new words by using previously learned words and study skills.

Rate of Reading

- Reads basic silent reading materials with satisfactory comprehension at approximately 120 words per minute.
- Adjusts speed of reading to the purpose.

Oral Reading

- Stands or sits correctly, yet comfortably.
- Re-reads selections orally with increasing fluency.
- Reads in idea units, not word units.
- Uses punctuation marks as a guide to expression.
- Gets the meaning as he reads and reflects interpretation in his reading.
- Reads ahead in order to give continuous flow.
- Uses his voice to transmit emotion.
- Uses facial expression to help his interpretation.
- Enunciates clearly and develops pleasing voice quality.
- Indicates characterization by voice.
- Prepares for oral reading by preliminary silent reading.
- Listens to others read and notices expression.

FUNCTIONAL READING

Locating Information

Books

- Uses the table of contents with greater facility.
- Skims table of contents to see what a book contains.
- Recognizes and uses the title page.
- Begins to use the index and glossary.
- Understands the purpose of divisions of books.
- Distinguishes between recreational and work-type material.
- Refers to paragraph on a page when citing a location.

Pictures

- Finds details in pictures.
- Finds answers to questions in pictures.
- Reads captions accompanying pictures.

FUNCTIONAL READING (continued)

Locating Information (continued)

Dictionary (Readiness)

- Alphabetizes words in a list according to first, second, and third letters.
- Divides words into syllables as an aid to pronunciation.
- Uses accent mark as an aid to pronunciation.
- Uses picture dictionaries as needed.
- Recognizes diacritical marks for long and short vowel sounds.
- Begins to use primary dictionary.

Library

- Enjoys the library as a place for recreational reading.
- Understands that the library is a source of information.
- Understands that books are grouped by classification numbers and in alphabetical arrangement.
- Begins to use card catalog.
- Learns the significance of call numbers on books.
- Begins to find information from reference books in the library.
- Selects books on a certain topic for classroom use.

Maps, Charts, and Graphs

- Begins to read and interpret simple maps. (pictorial and geographic)
- Learns to "read" directions (N, S, E, W) on maps.

Evaluating Information

- Keeps in mind the purpose for his reading.
- Uses his own experience as a means of checking the validity of printed statements.
- Checks with other statements in the same book.

Evaluating Information (continued)

- Begins to read independently for reports, information, and problem-solving.
- Re-reads to locate specific information, to verify an opinion, to prove a point.

Organizing Information

Outlining

- Finds the main thought of a paragraph.
- Organizes ideas according to time sequence.
- Organizes ideas according to obvious cause-effect relationships.
- Places subheadings under proper main headings.

Summarizing

- Summarizes in his own words ideas gained from reading.
- Begins to classify words and events.
- Summarizes ideas and organizes them for future use.

Interpretive Skills

- Senses humor in situations.
- Interprets fanciful stories with imaginary characters.
- Interprets stories set in backgrounds different from his own.
- Recognizes emotional reactions, motives, and inner drives of story characters.
- Identifies and evaluates character traits.
- Interprets ideas implied, but not clearly stated.
- Makes judgments and draws conclusions.
- Shows growth in making inferences.
- Continues to form sensory images: sight, sound, touch, smell, taste.

READING DEVELOPMENT IN GRADE THREE (continued)

EXPECTANCIES IN THE TEACHING OF READING (continued)

FUNCTIONAL READING (continued)

Interpretive Skills (continued)

- Begins to interpret idioms and unusual language.
- Begins to recognize story or plot structure.
- Identifies and reacts to the mood of a passage, story, or poem.
- Perceives relationships of time, place, sequence, part-whole, cause-effect, class.
- Compares and contrasts ideas, events, details.
- Improves in critical reading.
  - Recognizes false statements.
  - Selects pertinent ideas.
  - Discards irrelevant statements.
  - Recognizes and appreciates humorous ideas and events.
- Begins to read creatively.
  - Interprets enriching imagery.
  - Imagines details not given.
  - Uses judgment to form an opinion.
- Assimilates ideas read.
  - Uses ideas gained from reading to solve problems in other areas.
  - Integrates ideas read with previous experience.

READING DEVELOPMENT IN GRADE THREE (continued)

EXPECTANCIES IN THE TEACHING OF LITERATURE

AIMS OF LITERATURE

Appreciation and Taste in Literature

Impression

- Continues to evidence a keen delight in hearing books and poetry read.
- Begins to broaden interest range in reading.
- Becomes aware of beauty and rhythm in the sound of words.
- Develops increasing appreciation for illustrations.
- Identifies stories as imaginative, true-to-life, or humorous.
- Extends his imagination through hearing and reading a variety of stories and poems.
- Begins to identify various types of literature; poetry, fanciful stories, biography.
- Reads silently for pleasure, with increasing enjoyment.
- Uses reading to a greater extent as a leisure-time activity.
- Takes greater interest in authors and illustrators of children's literature.
- Distinguishes humor, pathos, suspense.
- Develops increasing skill in visual imagery.
- Increases store of sensory imagery.
- Begins to read stories with more characters and more complex plots.
- Enjoys hearing stories beyond his reading ability.
- Begins to develop attitudes which lead to permanent interest in reading.
- Begins to develop understanding of the differences and similarities in prose and poetry.
- Begins to notice description and characterization in stories and poems.
- Begins to grasp the author's point of view.
- Begins to notice settings of stories and books.
- Begins to distinguish quality in writing.

Expression

- Participates in choral speaking of poetry.
- Memorizes short poems of his choice.

Expression (continued)

- Enjoys telling stories to the group.
- Continues to dramatize stories and narrative poems.
- Reads to the group selections of his choice.
- Shares books through discussion with the group.
- Composes original stories and poems.
- Makes book reports by giving funny or exciting excerpts from favorite books.

Appreciation of Our Cultural Heritage

- Acquires through literature a broader understanding of his own world and the world of others.
- Becomes acquainted with the literary heritage of his country: adventures, biographies, legends.
- Broadens his interest in American life beyond his immediate environment.
- Enjoys American folklore and "tall tales".
- Begins to recognize cultural patterns in literature: Pilgrims, Southwest Indians, etc.

Enrichment of Experience and Extension of Information

- Discovers in literature a source of both enjoyment and information.
- Shows continuing interest in the library and the variety of books available there.
- Selects books independently.
- Increases understanding of time and sequence through literature.
- Selects and reads informational books.
- Begins to evidence mental growth as a result of experiences in literature.

2 OF 2

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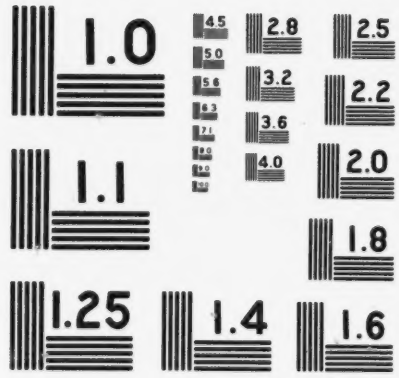

MICROCOPY RESOLUTION TEST CHART

NATIONAL BUREAU OF STANDARDS-1963

READING DEVELOPMENT IN GRADE THREE (continued)

EXPECTANCIES IN THE TEACHING OF LITERATURE (continued)

AIMS OF LITERATURE (continued)

Love of Country and Democratic Ideals

- Enjoys hearing stories and poems about famous Americans.
- Reads simple biographies of American heroes.
- Enjoys stories about children in pioneer times.

Character and Ethical Values

- Appreciates the elements of fair play found in folk and fairy tales.
- Appreciates the characteristics of generosity and kindness in stories.
- Admires the characteristics of honesty, courage, and perseverance of famous people as shown in biographies of them.
- Improves in attitudes and behavior as a result of experiences in literature.

Fun and Escape

- Enjoys humor in poetry and rhymes.
- Enjoys repetition, alliteration, and "coined" words.
- Recognizes and enjoys humor in stories and books.
- Develops a sense of humor through hearing and reading stories and poems.

Insight into Personal Problems

- Identifies himself with story characters.
- Develops a feeling of belonging through group activities in literature.

Understanding the Problems of Others

- Sympathizes with the feelings and ideas of story characters.
- Develops understanding of the way others think, feel, and act.

TYPES OF LITERATURE

Poetry

- Enjoys hearing poetry read.
- Appreciates the rhythm, rhyme, and beauty of poetry.
- Becomes acquainted with several kinds of poetry: humorous, nature, narrative, etc.
- Interprets the meaning of poems.
- Reads poetry independently.

Folk and Fairy Tales

- Continues to enjoy hearing and reading folk and fairy tales.
- Becomes familiar with many folk and fairy tales.
- Recognizes the "moral" in fables and folk tales.
- Recognizes different versions of familiar fairy tales.

Myths and Legends

- Begins to appreciate myths and legends read aloud.
- Enjoys myths explaining seasons, natural phenomena.
- Enjoys hero stories depicting great strength and honor.

Nonfiction

- Continues to enjoy books about nature: animals, stars.
- Enjoys stories about the lives of famous people: presidents, scientists, explorers.
- Begins to enjoy simple books about our country's history.

Fiction

- Enjoys stories about animals who are depicted objectively, but who sometimes talk.
- Enjoys stories about children in other parts of our country.
- Enjoys stories about children of his age who are doing the things he does.

READING DEVELOPMENT IN GRADE FOUR

The reading program at the intermediate level builds upon the reading habits and skills developed in the primary grades. Children are introduced to reading materials which include more advanced vocabulary and sentence structure. This is the period of widening interests, when reading is both a basic tool for learning and a source of enjoyment and enrichment.

The task of the teacher at the intermediate level is to help children develop more mature reading habits and abilities. The teacher varies the techniques of teaching reading according to the needs of individuals within the class. Some pupils need continued instruction in primary reading skills. Others are ready for more advanced word-analysis and interpretive skills. Time and encouragement should be provided for all children to engage in recreational reading.

EXPECTANCIES IN THE TEACHING OF READING

DEVELOPMENTAL READING

Word Recognition

Phonetic Analysis

Consonants

- Continues to improve in recognition and use of variant sounds of consonants (c, g, gh, s).
- Continues to use skills for determining hard and soft consonants introduced earlier.
- Recognizes silent consonants in reading (b-lamb, gh-right, b-doubt, w-wrong, k-knee).
- Recognizes all of the common consonant blends introduced earlier, including qu (kw).
- Recognizes the common consonant digraphs, including the variant sounds of ch, ph, th.
- Understands and uses the principles of syllabication of blends and digraphs introduced earlier.

Vowels

- Knows and uses the long and short sounds of the vowels.
- Understands and uses vowel sounds controlled by r, l, w (her, tall, saw).

Vowels (continued)

- Understands and uses the variant sounds of the vowels, including y.
- Realizes that one vowel sound may have several spellings.
- Understands the diacritical marking of vowels.
- Understands that vowels are sometimes silent in syllables.
- Recognizes the common vowel digraphs, such as ea, oo.
- Knows the sound of the common diphthongs (oi, oy; ou, ow).
- Understands and uses the principles governing vowel differences introduced earlier (grade 2).
- Understands that accent affects vowel sounds.

Phonetic Parts

- Uses phonetic elements as guides to pronunciation.
- Recognizes immediately common phonograms introduced earlier (grade 2).

DEVELOPMENTAL READING (continued)

Structural Analysis

- Continues to use the principles of structural analysis introduced earlier.
- Recognizes and understands the meaning of most contractions **(can't, i'll, won't)**.
- Recognizes possessive forms of words **(Jim's, boy's)**.
- Recognizes and uses irregular verb forms.
- Recognizes and figures out the meaning of compound words **(airplane, merrymaking, schoolhouse)**.
- Recognizes and figures out the meaning of hyphenated words **(forty-four, nimble-footed)**.
- Continues to use principles of plural endings introduced earlier.

Root Words

- Identifies root words in longer words.
- Understands that the final **e** of a root word is dropped before the endings **ed** and **ing**.
- Understands that a single final consonant (after a single vowel letter) is doubled before an ending in one-syllable words.
- Understands that the final **y** is changed to **i** before an ending beginning with **e**.
- Understands that many words that end in **f** form their plural by changing **f** to **v** and adding **es (leaf, leaves)**.

Prefixes and Suffixes

- Recognizes and knows the meanings of such prefixes as **a, be, ex, re, un, dis, im, in.**
- Recognizes and knows the meaning of such suffixes as **able, er, ern, ful, ish, less, ly, ment, ness, th (numbers), ward, y.**
- Realizes that words sometimes contain double suffixes **(cheerfully, forgetfulness)**.

Syllabication

- Understands and uses the principles of syllabication introduced earlier.
  - If the first vowel in a word is followed by two consonants, the syllable usually ends with the first of the two consonants.
  - If the first vowel in a word is followed by a single consonant, the consonant usually begins the second syllable.
  - If a word ends in **le** preceded by a consonant, the consonant usually begins the last syllable.
- Understands that syllables do not break between consonant blends or special two-letter consonant symbols **(ch, sh, th)**.
- Knows how to divide compound and hyphenated words into syllables.
- Understands the relationship between vowel sounds and the number of syllables.
- Realizes that syllabication is an aid to pronunciation.
- Observes use of accent mark as an aid to pronunciation.
- Applies simple rules of syllabication as an aid in unlocking new words.
- Knows how to divide words with prefixes and suffixes into syllables.
- Understands the principle for dividing words containing vowel digraphs.
- Understands the principles for determining vowel sounds introduced earlier.
  - A single vowel usually has the short sound unless it comes at the end of a syllable.
  - If there are two vowels together in an accented syllable, the first usually has the long sound and the second is silent.
  - If there are two vowels in an accented syllable, one of which is silent **e**, usually the first vowel has the long sound and the final **e** is silent.
  - If the vowel in a syllable is followed by **r**, the sound of the vowel is usually controlled by the **r** sound.

READING DEVELOPMENT IN GRADE FOUR (continued)

EXPECTANCIES IN THE TEACHING OF READING (continued)

DEVELOPMENTAL READING (continued)

Word Analysis

- Uses phonetic analysis and context clues introduced earlier to unlock new words.
- Uses structural analysis and context clues introduced earlier to unlock new words.
- Uses pictures as clues to pronunciation and meaning.
- Uses punctuation as an aid to meaning.
- Understands that synonyms are words which have similar meanings.
- Understands that antonyms are words which have opposite meanings.
- Understands that homonyms are words which sound the same but have different meanings.
- Chooses other words as substitutes for synonyms.
- Uses colorful words and expressions.

Comprehension

General Expectancies

- Interprets the main idea of stories.
- Anticipates outcomes.
- Comprehends phrase and sentence meaning.
- Recognizes connotations and denotations of words.
- Expands skill in making generalizations based on reading, observation, and personal experience.
- Compares and contrasts ideas, events, details.
- Continues to enlarge his vocabulary.
- Skims material to find certain information.
- Develops further the ability to recall story events in sequential order.
- Distinguishes between fact and fancy.

Rate of Reading

- Reads basic silent reading materials with satisfactory comprehension at approximately 170 words per minute.

Rate of Reading (continued)

- Adjusts his silent reading rate according to the purpose for which he is reading.

Oral Reading

- Has a purpose for reading aloud (to inform, entertain, prove a point, demonstrate proficiency)
- Prepares material ahead of time.
- Reads at a suitable pace. (faster for material denoting excitement, slower to denote calmness)
- Uses punctuation marks to guide reading.
- Uses special type, such as italics, as a guide to expression.
- Reads conversation, building characterization.
- Reads directions and explanations effectively.

FUNCTIONAL READING

Locating Information

Books

- Understands the purpose of the parts of a book: title page, copyright date, index, glossary, list of maps and illustrations.
- Uses with facility the tables of contents of books.
- Gains skill in using the index.

Pictures

- Studies pictures as orientation for stories or units.
- Uses pictures to answer questions or to prove a point.
- Studies pictures for details not given in context.
- Uses pictures as aids in carrying out directions. (science experiment)

FUNCTIONAL READING (continued)

Locating Information (continued)

Dictionary

Locational Skills

- Uses alphabetical sequence in looking up words.
- Uses guide words to select the correct page on which a word is found.
- Uses sections of the dictionary to find words with more rapidity.
- Uses root words to find meanings of words.

Pronunciation

- Uses a simple pronunciation key.
- Begins to use phonetic spelling to determine pronunciation.
- Uses syllabic divisions as an aid to pronunciation.
- Uses the accent mark as an aid to pronunciation.

Meaning

- Selects the appropriate meaning of words.
- Adapts meaning to context.
- Uses synonyms and antonyms as an aid to meaning.
- Understands and uses other aids to meaning. (pictures, words used in sentences)

Library

- Continues to use the card catalog to find information.
- Understands the purpose of the author, title, and subject cards.
- Locates books through the use of the card catalog.
- Understands and uses alphabetical arrangement in the library.
- Begins to use reference works, such as dictionaries and encyclopedias.
- Begins to use picture and pamphlet file.

Maps, Charts, Graphs

- Gains skill in reading and interpreting maps.
- Reads captions and keys of maps.
- Uses maps and globes to locate countries, rivers, cities.
- Finds the answers to questions on maps.
- Begins to read and interpret simple graphs.
- Answers questions from information given in simple charts and graphs.

Reference Books

Encyclopedia

- Uses guide letters to find material on a given subject.
- Uses alphabetical arrangement to locate information.
- Develops skill in using cross references.

Atlas

- Understands that an atlas contains a number of maps of countries or states.
- Begins to use an atlas to find information.

Other

- Begins to use specific reference books. (World Almanac, Periodical Indexes, Junior Book of Authors)

Evaluating Information

- Keeps the purpose for his reading in mind.
- Realizes that printed statements may or may not be true.
- Questions validity of printed statements at times.

READING DEVELOPMENT IN GRADE FOUR (continued)

EXPECTANCIES IN THE TEACHING OF READING (continued)

FUNCTIONAL READING (continued)

Evaluating Information (continued)

- Uses own experience as a means of checking the validity of printed statements.
- Checks copyright dates as an aid in evaluating information.
- Checks with other statements in the same book.
- Checks statements with those made in newspapers, magazines, other books.

Organizing Information

Outlining

- Understands how to find the topic of a paragraph.
- Determines when a topic will be useful.
- Develops an understanding of subtopics.
- Understands the correct form of an outline. (use of Roman numerals, capital letters)

Summarizing

- Forms a sentence covering main ideas in a paragraph.
- Writes summary of a story in three or four sentences.
- States important points expressed in discussion.
- Summarizes and organizes ideas for the purpose of remembering them.

Note-Taking

- Takes notes in own words.
- Numbers the notes taken.
- Learns to take notes only on important points.

Interpretive Skills

- Senses subtle humor in descriptions and situations.

Interpretive Skills (continued)

- Interprets stories set in backgrounds different from his own.
- Figures out unknown facts on the basis of known facts.
- Relates isolated incidents to the central idea of a story.
- Understands character roles in stories.
- Recognizes emotional reactions, motives, and inner drives of story characters.
- Interprets ideas implied, but not directly stated.
- Identifies and evaluates character traits.
- Recognizes story problem or plot structure.
- Makes judgments and draws conclusions.
- Gains skill in interpreting and appreciating figurative, idiomatic, and picturesque language.
- Begins to identify elements of style.
- Begins to identify an author's purpose in writing.
- Begins to evaluate and react to ideas in the light of the author's purpose.
- Forms and reacts to sensory images.
- Perceives relationships of time, place, sequence, part-whole, cause-effect.
- Identifies and reacts to the mood or tone of a passage, story, or poem.
- Strengthens meaning by association and logical relationships.
- Assimilates ideas read.
- Uses ideas gained from reading to solve problems in other areas.
- Integrates ideas read with his previous experience.
- Modifies behavior and thinking as a result of his reading.
- Applies to everyday living ideas gained through reading.

EXPECTANCIES IN THE TEACHING OF LITERATURE

AIMS OF LITERATURE

Appreciation and Taste in Literature

Impression

- Evidences keen delight in books and poetry read by adults.
- Enjoys hearing stories beyond his reading ability.
- Reads in wider fields and with greater independence.
- Becomes aware of beauty and rhythm in the sound of words.
- Develops increasing appreciation for illustrations.
- Begins to distinguish between fiction and nonfiction.
- Extends his imagination through hearing and reading a variety of stories and poems.
- Identifies various types of literature: poetry, fanciful stories, biography.
- Reads for pleasure with increasing enjoyment.
- Uses reading to a greater extent as a leisure-time activity.
- Becomes acquainted with outstanding authors of poetry and prose.
- Begins to look for books by favorite authors and illustrators of children's literature.
- Becomes interested in the lives of favorite authors.
- Distinguishes humor, pathos, and suspense.
- Develops increasing skill in visual imagery.
- Increases store of sensory imagery: sound, touch, smell, taste, sight.
- Reads stories with more characters and more complex plots.
- Begins to recognize story problems or plot structure.
- Develops attitudes which lead to permanent interest in reading.
- Develops understanding of the differences and similarities in prose and poetry.
- Notices description and characterization in stories and books.
- Begins to evaluate the theme of a story and the behavior of its characters.
- Begins to grasp the author's point of view.
- Begins to notice settings of stories and books.
- Begins to develop taste in selecting stories and poems of literary worth.

Impression (continued)

- Begins to recognize elements of style, kinds of humor, and picturesque language.
- Enriches vocabulary through wide reading.
- Cherishes and rereads favorite books and stories.
- Begins to evaluate a selection of literature and realize why it did or did not appeal to him.

Expression

- Participates in choral speaking of poetry.
- Memorizes poems of his choice.
- Tells stories to the group.
- Plans dramatizations of stories and narrative poems.
- Reads selections of his choice to the group.
- Shares books with others through discussion and reports.
- Composes original stories and poems.
- Begins to make both oral and written book reports.
- Shows interest in building personal library.

Appreciation of Our Cultural Heritage

- Acquires a broader understanding of his own world and the world of others through literature.
- Becomes acquainted with the literary heritage of our country: adventure, biography, legend, etc.
- Enjoys American folk-lore and "tall tales."
- Begins to recognize contemporary and historical cultural patterns in literature: Pilgrims, Southwest Indians, Eskimos, etc.
- Begins to appreciate the contributions of other people in other times and in other parts of the world.

READING DEVELOPMENT IN GRADE FOUR (continued)

EXPECTANCIES IN THE TEACHING OF LITERATURE (continued)

AIMS OF LITERATURE (continued)

Enrichment of Experience and Extension of Information

- Discovers in literature a source of both enjoyment and information.
- Shows continuing interest in the library and the variety of books available there.
- Uses the library frequently and independently to select books.
- Increases his understanding of time and sequence through literature.
- Selects and reads informational books.
- Evidences mental growth as a result of experience in literature.
- Begins to develop the ability to judge the accuracy of material read.
- Begins to develop a sense of historical events.
- Increases in knowledge of science and geography through reading.
- Begins to read periodicals for enjoyment and information.

Love of Country and Democratic Ideals

- Enjoys hearing and reading stories and poems about famous Americans.
- Reads biographies of American heroes.
- Enjoys stories of life in various periods of our country's history.
- Develops ideals of patriotism through hearing and reading inspirational books and poems.

Character and Ethical Values

- Appreciates the elements of fair play found in folk and fairy tales and contemporary literature.
- Appreciates the characteristics of generosity and kindness found in books and stories.
- Admires the characteristics of honesty and courage of famous people as shown in biographies of them.
- Improves in attitudes and behavior as a result of experiences in literature.
- Begins to develop personal standards of ethics.

Fun and Escape

- Enjoys humor in poetry and rhymes.
- Enjoys repetition, alliteration, and "coined" words.
- Finds satisfaction and enjoyment in reading about humorous experiences.
- Exhibits interest in finding humorous books for personal reading.
- Develops a sense of humor through enjoyment of literature.

Insight into Personal Problems

- Identifies himself with certain story characters.
- Develops sense of security and belonging through group activities in literature.
- Finds satisfaction in vicarious experiences that meet his basic needs for achievement, for aesthetic satisfaction, and for change.

Understanding the Problems of Others

- Sympathizes with the feelings and ideas of story characters.
- Develops understanding of the way people think, feel, act, and speak.
- Grows in understanding of human and aesthetic values as a result of experiences in literature.

TYPES OF LITERATURE

Poetry

- Enjoys hearing poetry read.
- Develops wider interest in poetry.
- Appreciates the rhythm, rhyme, and mood of poetry.

EXPECTANCIES IN THE TEACHING OF LITERATURE (continued)

TYPES OF LITERATURE (continued)

Poetry (continued)

- Becomes acquainted with various types of poetry: humorous, lyric, and narrative.
- Grows in ability to interpret the meaning of poems.
- Reads poetry independently.

Folk and Fairy Tales

- Continues interest in folk and fairy tales.
- Becomes familiar with folk and fairy tales of various countries.
- Recognizes the "moral" in fables and folk tales.
- Recognizes different versions of familiar fairy tales.

Myths and Legends

- Enjoys having myths, legends, and hero stories read aloud.
- Reads myths of various countries.
- Reads hero stories depicting great courage and strength.

Science and Nature

- Reads books about nature: animals, stars, seas.
- Reads simple books on technology.

Biography and History

- Enjoys biographies of famous people: presidents, scientists, athletes, etc.
- Enjoys true stories of our country's history.

Fiction

- Enjoys stories of animals depicted objectively.
- Enjoys stories about children in other lands.
- Enjoys true stories of the past.
- Enjoys stories of adventure in daily life: camping, school, sports.

GRADE FOUR and GRADE FIVE

PROSE

Understanding Our Friends in Nature

Anderson, Clarence	*Salute* (Horses)
*Atwater, Richard	*Mr. Popper's Penguins*
*Bond, Michael	*A Bear Called Paddington*
Bontemps, Arna	*The Fast Sooner Hound* (Dogs)
Clark, Ann Nolan	*Blue Canyon Horse*
Coblentz, Catherine	*The Blue Cat of Castle Town*
Henry, Marguerite	*Misty of Chincoteague*
Lawson, Robert	*Rabbit Hill* (Animals)
Lawson, Robert	*The Tough Winter* (Animals)
Lofting, Hugh	*The Story of Doctor Doolittle* (Animals)
Lofting, Hugh	*The Voyages of Doctor Doolittle* (Animals)
Selden, George	*The Cricket in Times Square* (Cricket and Cats)
Sharp, Margery	*The Rescuers* (Mice)
Stolz, Mary	*Belling the Tiger* (Mice)
Stong, Phil	*Honk, the Moose*
*White, E. B.	*Charlotte's Web* (Pigs - Spiders)
White, E. B.	*Stuart Little* (Mouse)
*Yashima, Taro	*The Golden Footprints* (Foxes)

Fairy Tales, Myths and Legends, Folklore

Aesop	*Fables of Aesop* (ed. by Joseph Jacobs)
*Andersen, Hans Christian	*Emperor's New Clothes*
Andersen, Hans Christian	*Thumbelina* (Fairy Tale)
Collodi, Carlo	*The Adventure of Pinocchio* (Fairy Tale)
*Cooney, Barbara	*The Little Juggler* (Legend - French)
Dickens, Charles	*The Magic Fishbone* (Fairy Tale)
Duvoisin, Roger	*The Three Sneezes* (Fairy Tale - Swiss)
Gág, Wanda	*Tales from Grimm* (Fairy Tale - German)
Grahame, Kenneth	*The Reluctant Dragon* (Fairy Tale)
Grimm Brothers	*Favorite Fairy Tales Told in Germany*
Harris, Joel C.	*Uncle Remus* (Fairy Tale)
Haviland, Virginia	*Favorite Fairy Tales Told in Ireland*
Haviland, Virginia	*Favorite Fairy Tales Told in Norway*
Haviland, Virginia	*Favorite Fairy Tales Told in Russia*
Hutchinson, Veronica	*Chimney Corner Stories* (Fairy Tales)
Jacobs, Joseph	*Favorite Fairy Tales Told in England* *Jataka Tales* (retold by Ellen C. Babbitt)
Kingsley, Charles	*The Water Babies* (Fairy Tales)
Lang, Andrew	*Blue Fairy Book*
Lewis, C. S.	*The Lion, the Witch and the Wardrobe* (Fairy Tale)
McCormick, Dell	*Paul Bunyan Swings His Ax* (Legend)
Merrill, Jean	*The Superlative Horse* (Legend - China)
*Milne, A. A.	*The World of Pooh* (Fairy Tales)
Perrault, Charles	*Favorite Fairy Tales Told in France*
Rounds, Glen	*Ol' Paul, the Mighty Logger* (Legend)
*Ruskin, John	*The King of the Golden River* (Fairy Tale)
*Thorne-Thomsen, Gudrun	*East O' the Sun and West O' the Moon* (Fairy Tales)
Thurber, James	*Many Moons* (Fairy Tale)
Uchida, Yoshiko	*The Dancing Kettle, and Other Japanese Folk Tales*

Fun and Nonsense

*Atwater, Richard	*Mr. Popper's Penguins*
Cleary, Beverly	*Henry Huggins* (Boys)
Fenner, Phyllis	*Time to Laugh: Funny Tales from Here and There*
*Lear, Edward	*Complete Nonsense Book*
McCloskey, Robert	*Homer Price* (Boys)
MacGregor, Ellen	*Miss Pickerell Goes to Mars* (Realistic Nonsense)
Steele, William	*Davy Crockett's Earthquake* (Tall Tale)

Imagination, Make-Believe, Magic, Fantasy

*Bailey, Carolyn	*Miss Hickory* (Dolls - Imagination)
*Butterworth, Oliver	*The Enormous Egg* (Imagination - Dinosaurs)
Godden, Rumer	*The Dolls' House* (Dolls - Imagination)
Godden, Rumer	*Miss Happiness and Miss Flower* (Dolls - Imagination)
Godden, Rumer	*Impunity Jane* (Dolls - Imagination)
Godden, Rumer	*Candy Floss* (Dolls - Imagination)
Jones, Elizabeth	*Twig* (Make Believe)
Kendall, Carol	*The Gammage Cup* (Creative - Fantasy)
Lindgren, Astrid	*Pippi Longstocking* (Humorous - Fantasy)
*Travers, Pamela	*Mary Poppins* (Imaginative - Humorous)
Travers, Pamela	*Mary Poppins Comes Back* (Imaginative - Humorous)
Travers, Pamela	*Mary Poppins Opens the Door* (Imaginative - Humorous)

The World of Science and Nature

Adamson, Joy	*Elsa* (True Story of a Lioness)
Blough, Glenn	*After the Sun Goes Down* (The Story of Animals at Night)
Buff, Mary	*Elf Owl* (Desert Animals)
Holling, Holling C.	*Pagoo* (Life Cycle of the Hermit Crab)
McCloskey, Robert	*Time of Wonder* (Maine - Seasonal)
*Mowat, Farley	*Owls in the Family*

*** Recommended for reading aloud**

GRADE FOUR and GRADE FIVE

PROSE

Mystery, Suspense, Science Fiction

Cameron, Eleanor	*Stowaway to the Mushroom Planet* (Interplanetary Voyage)
DuBois, William	*The Great Geppy* (Mystery - Circus)
*Holling, Holling C.	*Paddle-to-the-Sea* (Adventure through the Great Lakes)
Jones, Ruth	*Boy of the Pyramids* (Mystery in Egypt)
Kastner, Erich	*Emil and the Detective* (Mystery in Berlin)
MacGregor, Ellen	*Miss Pickerell Goes to Mars* (Science Fiction)

Our Country's Story

Buff, Mary	*Dancing Cloud* (Navaho Indians)
Carr, Mary	*Children of the Covered Wagon* (Overland Journeys to the Pacific)
Clark, Ann Nolan	*In My Mother's House* (Pueblo Indians)
Coatsworth, Elizabeth	*Away Goes Sally* (New England - 1800)
*Dalgliesh, Alice	*The Courage of Sarah Noble* (Pioneers in Connecticut Wilderness)
Dalgliesh, Alice	*America Begins* (Discovery and Exploration)
*Edmonds, Walter	*The Matchlock Gun* (French and Indian War - Heroism of Young Boy)
George, Jean	*My Side of the Mountain*
Hoff, Carol	*Johnny Texas* (Texas in 1834)
Holling, Holling C.	*Tree in the Trail* (Sante Fe Trail)
Meigs, Cornelia	*The Willow Whistle* (Friendship with Dakota Indians)
Steele, William	*Winter Danger* (Tennessee - Frontier Life)
*Wilder, Laura Ingalls	*Farmer Boy* (New York State - 1868)
*Wilder, Laura Ingalls	*Little House in the Big Woods* (Frontier and Pioneer - Wisconsin)
*Wilder, Laura Ingalls	*Little House on the Prairie* (Kansas - Pioneer life on the prairie)
*Wilder, Laura Ingalls	*On the Banks of Plum Creek* (Frontier Life on Minnesota Prairie)

Great Men and Women

Aulaire, Ingri d'	*Abraham Lincoln*
Aulaire, Ingri d'	*Benjamin Franklin*
Aulaire, Ingri d'	*Leif the Lucky*
Aulaire, Ingri d'	*Pocahontas*
Aulaire, Ingri d'	*George Washington*

*** Recommended for reading aloud**

PROSE

Aulaire, Ingri d'	*Buffalo Bill*
Aulaire, Ingri d'	*Columbus*
*Bulla, Clyde	*Squanto*
Dalgleish, Alice	*The Columbus Story*
Foster, Genevieve	*Andrew Jackson*
Foster, Genevieve	*Theodore Roosevelt*
Henry, Marguerite	*Benjamin West and His Cat Grimalkin*
Holbrook, Stewart	*Wyatt Earp: U. S. Marshal*
Lawson, Robert	*They Were Strong and Good* (American Forebearers)
Politi, Leo	*The Mission Bell* (Father Serra)
Syme, Ronald	*Balboa: Finder of the Pacific*
Wheeler, Opal	*Stephen Foster and His Little Dog Tray*

Making History Come Alive

Bishop, Claire	*Pancakes-Paris* (World War II - Post war Experiences of a French Boy)
Buff, Mary	*The Apple and the Arrow* (Switzerland - Legend of William Tell)
DeAngeli, Marguerite	*The Door in the Wall* (Crippled boy wins knighthood)
*McSwigan, Marie	*Snow Treasure* (Norwegian children's experiences during Nazi occupation)

Learning to Understand Ourselves

Bishop, Claire	*All Alone* (Friendship)
*Burnett, Frances	*The Secret Garden* (Regaining health)
Carlson, Natalie	*A Pet for the Orphelines* (Orphans - France)
Daringer, Helen	*Adopted Jane* (Orphans - changing family and home situations)
Enright, Elizabeth	*The Saturdays* (Family relationships - New York City)
Enright, Elizabeth	*Then There Were Five* (Changing family and home situations)
*Estes, Eleanor	*The Hundred Dresses* (Suffering of one who is different)
Estes, Eleanor	*The Moffats* (Family relationships)
Estes, Eleanor	*The Middle Moffat* (Family relationships - 10 year old girl)
Estes, Eleanor	*Rufus M.* (Family relationships - 7 year old boy)
Friedman, Frieda	*The Janitor's Girl* (New York - apartment living)
Gates, Doris	*Sensible Kate* (Orphans and orphanages)
Nordstrom, Ursula	*The Secret Language* (Boarding School)
Seredy, Kate	*A Tree for Peter* (Philanthropy - Christmas)

GRADE FOUR and GRADE FIVE

PROSE

Understanding Other Countries, Cultures and Minority Groups

Aulaire, Ingri d'	*Children of the Northlights* (Lapland)
Bothwell, Jean	*The Little Boat Boy* (Kashmir - Houseboats)
Carlson, Natalie	*Family under the Bridge* (Gypsies - France)
Clark, Ann Nolan	*Little Navajo Bluebird* (Navaho Indians)
Clark, Ann Nolan	*In My Mother's House* (Pueblo Indians)
*Credle, Ellis	*Down, Down the Mountain* (Mountain life - South)
DeAngeli, Marguerite	*Bright April* (Negroes - Girl Scouts)
DeAngeli, Marguerite	*Henner's Lydia* (Pennsylvania Dutch)
DeAngeli, Marguerite	*Thee, Hannah!* (Quakers - Philadelphia)
Faulkner, Georgene	*Melindy's Medal* (Negroes)
Fitch, Florence	*One God - The Ways We Worship Him* (Jews Catholics, Protestants)
Flora, James	*The Fabulous Firework Family* (Mexico - Fireworks)
Hunt, Mabel	*Benjie's Hat* (Quakers - North Carolina)
*Hunt, Mabel	*Little Girl With Seven Names* (Quakers)
*Lattimore, Eleanor	*Little Pear* (China)
*Leaf, Munro	*Wee Gillis* (Scotland - Highlands and Lowlands)
Lenski, Lois	*Strawberry Girl* (Florida Crackers)
*Spyri, Johanna	*Heidi* (Switzerland - life in the Alps)
Stuart, Jesse	*The Beatinest Boy* (Kentucky - Mountain life)
Taylor, Sydney	*All-Of-A-Kind Family* (Jews in New York)
Unnerstad, Edith	*The Spettecake Holiday* (Sweden - Farm life)
Wilson, Leon	*This Boy Cody* (Tennessee Mountains)

POETRY

Nature

Blake, William	The Lamb
Bryant, William	To a Waterfowl
Cone, Helen	Dandelions
Dickinson, Emily	A Bird Came down the Walk
Dickinson, Emily	The Grass
Farjeon, Eleanor	The Night Will Never Stay
Frost, Robert	Stopping by Woods on a Snowy Evening
Frost, Robert	The Runaway
Holmes, Oliver	The Chambered Nautilus
Kilmer, Joyce	Trees
Lowell, James R.	June
Millay, Edna St. Vincent	Afternoon on a Hill
Rosetti, Christina	All Things Wait Upon Thee
Rosetti, Christina	Spring Quiet
Stevenson, Robert L.	Windy Nights
Teasdale, Sara	Stars
Tennyson, Alfred	Flower in the Crannied Wall
Whittier, John G.	Snow-bound
Wordsworth, William	The Daffodils
Wylie, Elinor	Velvet Shoes

Romance and Adventure

Field, Rachel	If Once You Have Slept on an Island
Kipling, Rudyard	The Smuggler's Song
Masefield, John	Sea Fever
Millay, Edna St. Vincent	Eel-grass
Miller, Joaquin	Columbus
Stevenson, Robert L	Requiem
Stevenson, Robert L.	The Vagabond

Humor, Laughter, and Nonsense

Carroll, Lewis	The Walrus and the Carpenter
Carryl, Charles	The Plaint of the Camel
Ciardi, John	*I Met a Man*
Cole, William	*Humorous Poetry for Children*
Cowper, William	The Diverting History of John Gilpin
Gilbert, Sir William	The Yarn of the *"Nancy Bell"*
Riley, James W.	The Raggedy Man

Our Country's Story

Benét, Rosemary and Stephen	Abraham Lincoln
Benét, Rosemary and Stephen	Johnny Appleseed
Benét, Rosemary and Stephen	Nancy Hanks
Bennett, Henry	The Flag Goes By
Daly, Thomas	Lettla Giorgio Washeenton
Emerson, Ralph W.	Concord Hymn
Guiterman, Arthur	Daniel Boone
Guiterman, Arthur	The Oregon Trail
Hemans, Felicia	The Landing of the Pilgrim Fathers
Lindsay, Vachel	Abraham Lincoln Walks at Midnight
Longfellow, Henry W.	Paul Revere's Ride
McCrae, John	In Flanders Fields
Miller, Joaquin	The Defense of the Alamo
Scott, Sir Walter	Breathes There a Man
Thayer, Ernest	Casey at the Bat
Van Dyke, Henry	America for Me
Whitman, Walt	Oh, Captain! My Captain!
Whitman, Walt	I Hear America Singing
Whittier, John G.	Barbara Frietchie

*** Recommended for reading aloud**

GRADE FOUR and GRADE FIVE

POETRY

Ballads

Loesser, Frank	Rodger Young
Lomax, John and Alan	*Cowboy Songs and Other Frontier Ballads*
	A Home on the Range
	Git Along, Little Dogies
	Good-by, Old Paint
	The Desperado
Pound, Louise	*American Ballads and Songs*
	My Father's Gray Mare
	The Little Old Sod Shanty on the Claim
	The Rich Young Farmer
Sandburg, Carl	*The American Songbag*
	Red Iron Ore

Understanding Other Countries and Cultures

Ballads and Narrative Poems

Browning, Robert	An Incident of the French Camp
Browning, Robert	How They Brought the Good News from Ghent to Aix
Browning, Robert	The Pied Piper of Hamelin
Campbell, Thomas	Lord Ullin's Daughter
Cook, Eliza	King Bruce and the Spider
Kipling, Rudyard	Gunga Din
Longfellow, Henry Wadsworth	The Wreck of the Hesperus
Miller, Alice	White Cliffs of Dover
Nathan, Robert	Dunkirk
Newbolt, Sir Henry	Drake's Drum
Scott, Sir Walter	Young Lochinvar
Southey, Robert	The Inchcape Rock
Tennyson, Alfred	The Charge of the Light Brigade

Anthologies

Arbuthnot, May Hill, Assoc. for Childhood Education	*Time for Poetry*
Brewton, Sara	*Sung under the Silver Umbrella*
Brewton, John	*Bridled with Rainbows*
Cole, William	*Under the Tent of the Sky*
Cole, William	*Humorous Poetry for Children*
Ferris, Helen	*I Went to the Animal Fair*
Huffard, G. T.	*Favorite Poems Old and New*
Love, Katherine	*My Poetry Book*
Love, Katherine	*A Pocketful of Rhymes*
	A Little Laughter

POETRY

Peterson, Isabel	*The First Book of Poetry*
Rasmussen, Carrie	*Let's Say Poetry Together*
Untermeyer, Louis	*The Golden Treasury of Poetry*
Untermeyer, Louis	*Rainbow in the Sky*
Werner, Jane	*The Golden Book of Poetry*
Withers, Carl	*A Rocket in My Pocket*

Individual Poets

Aldis, Dorothy	*All Together*
Behn, Harry	*Windy Morning*
Benét, William Rose	*Poems for Youth*
De la Mare, Walter	*Come Hither*
Farjeon, Eleanor	*Poems for Children*
Field, Rachel	*Poems*
Frost, Robert	*You Come Too*
Lear, Edward	*A Book of Nonsense*
Millay, Edna St. Vincent	*Poems Selected for Young People*
Milne, A. A.	*The World of Christopher Robin*
Richards, Laura	*Tirra Lirra*
Sandburg, Carl	*Early Moon*
Thompson, Blanche	*Silver Pennies*

Subject Index to Poetry

Brewton, John and Sara	*Index to Children's Poetry and Supplements*

READING DEVELOPMENT IN GRADE FIVE

At this level, emphasis is placed on the efficient use of reading in study techniques for the content areas. Silent reading receives the major emphasis, and attention is given to increasing the rate of reading. Advanced skills of phonetic and structural analysis, comprehension, and interpretation are also taught.

The teacher plans activities which involve extensive practice in using reference books for locating information and organizing material for projects and reports. Re-teaching and reinforcement of basic skills are continued on an individual or small-group basis, as needed. Activities in literature and recreational reading continue to receive emphasis in a balanced reading program.

EXPECTANCIES IN THE TEACHING OF READING

DEVELOPMENTAL READING

Word Recognition

Phonetic Analysis

Consonants

- Recognizes and uses correctly the variant sounds of single consonants.
- Understands that consonants are sometimes silent (g in gn; k in kn; h in gh; w in wr).
- Recognizes and pronounces fluently all of the common consonant blends introduced earlier. (grades 1-3)
- Recognizes and pronounces fluently all of the common consonant digraphs introduced earlier. (grades 1-3)
- Understands and uses the principles of syllabication of double consonants, digraphs and blends.

Vowels

- Knows the long and short vowel sounds and their diacritical markings.
- Recognizes and uses the variant sounds of vowels (ä, â, e̊, ê, û, o͞o, o͝o).
- Perceives the sound of vowels in unaccented syllables (trial, kernel - the use of the schwa symbol).
- Realizes that vowels are sometimes silent.

Vowels (continued)

- Realizes that vowel sounds are controlled by r.
- Realizes that vowel sounds are controlled by l and w.
- Perceives the variant sounds of digraphs and double vowels.
- Perceives the variant sounds of diphthongs (ou, ow; oi, oy).
- Understands and uses the principles governing vowel differences introduced earlier. (grade 2)

Phonetic Parts

- Uses phonetic elements as guides to pronunciation.
- Recognizes immediately common phonograms introduced earlier. (grade 2)

Structural Analysis

- Uses more efficiently the principles of structural analysis introduced earlier. (grade 4)
- Knows all of the common contractions.
- Recognizes irregular plural forms of words.
- Recognizes singular and plural possessive forms.
- Figures out the meaning of unfamiliar compound words.

EXPECTANCIES IN THE TEACHING OF READING (continued)

DEVELOPMENTAL READING (continued)

Structural Analysis (continued)

Root Words

- Understands and uses the principles governing root words introduced earlier. (grade 4)
- Identifies root words in inflected or derived forms.

Prefixes and Suffixes

- Recognizes and knows the meaning of common prefixes introduced earlier . (grade 4)
- Learns the meaning of additional prefixes, such as **anti, com, de, mis, tele.**
- Recognizes and knows the meaning of common suffixes introduced earlier. (grade 4)
- Learns the meaning and use of additional suffixes, such as **ance, ous, tion, hood, ist, or, ship.**
- Uses knowledge of prefixes and suffixes in independent word attack.

Syllabication

- Uses the principles of syllabication introduced earlier. (grade 4)
- Uses the principles governing vowel sound in syllables introduced earlier. (summary - grade 4)
- Uses principles of syllabication as an aid in pronouncing words.
  - Identifies the number of syllables in a word.
  - Identifies accented and unaccented syllables.
  - Recognizes open and closed syllables.
  - Perceives the effect of a shifting accent.
- Uses the principles of syllabication in independent word attack.

Word Analysis

- Continues to use phonetic and structural analysis with context clues to unlock new words.

Word Analysis (continued)

- Uses speaking and listening vocabulary as clues to meaning in context.
- Continues to use punctuation as an aid to meaning.
- Understands the differences in form and meaning of synonyms, antonyms, homonyms, homographs.
- Understands these forms in context and uses them in written work.

Comprehension

General Expectancies

- Interprets the main idea.
- Anticipates outcomes.
- Notes and remembers important details.
- Notes and remembers correct sequence.
- Gains skill in making generalizations from material read.
- Understands many descriptive words and phrases.
- Studies a passage effectively.
- Surveys a chapter or story.
- Looks at pictures, captions, maps, and charts.
- Reads the headings in bold type.
- Thinks of questions about information he seeks.
- Reads to find the answers to questions formulated.
- Skims material for pertinent information.
- Summarizes and organizes ideas for the purpose of remembering.

Rate of Reading

- Reads basic silent reading material with satisfactory comprehension at approximately 190 words per minute.
- Develops reading rate sufficient for comprehension.
- Adjusts his silent reading rate according to the purpose for which he is reading .
  - Reads rapidly to get the gist of material.

READING DEVELOPMENT IN GRADE FIVE (continued)

EXPECTANCIES IN THE TEACHING OF READING (continued)

DEVELOPMENTAL READING (continued)

Comprehension (continued)

Rate of Reading (continued)

- Reads carefully for details.
- Reads analytically to outline.
- Skims to find answers.
- Reads narrative rapidly to keep pace with the story.

Oral Reading

- Observes standards of oral reading introduced earlier.
- Has a purpose in reading aloud.
- Prepares material ahead of time.
- Determines emotional tone of reading and uses it in expression.
- Reads at a suitable pace.
- Uses punctuation marks and special type as guides to expression.
- Reads directions and explanations effectively.

FUNCTIONAL READING

Locating Information

Books

- Recognizes and understands the purpose of parts of books: preface, table of contents, foreword, title page, appendix, index.
- Uses table of contents and index with facility.

Pictures

- Studies pictures as orientation for units or topics.
- Uses pictures to answer questions, prove a point, or interpret stories.
- Studies pictures for details not given in context, or for clarification of a point in context.

FUNCTIONAL READING (continued)

Pictures (continued)

- Uses pictures to explain words and places in the news.
- Uses pictures as aids in carrying out directions. (science experiment)

Dictionary - Glossary Skills

Locational Skills

- Recognizes and uses alphabetical sequence with increasing skill.
- Uses guide words with increasing skill.
- Uses dictionary to find exact spelling of a word.
- Understands the use of special sections of a dictionary.
- Understands that there are several kinds of dictionaries.

Pronunciation

- Understands the function of pronunciation keys and symbols.
- Interprets pronunciation keys and diacritical marks with greater facility.
- Compares pronunciation keys in books and dictionaries.

Accentuation

- Uses accent marks as guides to pronunciation.
- Understands the effect of accent on vowel sound.
- Understands the effect of shifting accent on meaning.
- Recognizes primary and secondary accent.
- Recognizes accented parts of compound words.
- Realizes that the accent is on the root word in affixed forms.
- Realizes the effect of lack of accent in unstressed syllables.

EXPECTANCIES IN THE TEACHING OF READING (continued)

FUNCTIONAL READING (continued)

Locating Information

Dictionary - Glossary Skills (continued)

Meaning

- Realizes that many words have varied meanings.
- Selects the appropriate meaning to fit the context of material read.
- Uses synonyms and antonyms as aids to meaning.

Library

- Uses the card catalog with greater facility.
- Understands and uses author, title, subject cards.
- Understands the purpose of cross reference cards.
- Understands the arrangement of books on shelves.
- Locates books on a given topic or by a given author on shelves.
- Uses reference works, such as dictionaries and encyclopedias.
- Uses picture and pamphlet file.

Maps, Charts, Graphs

- Reads and interprets several kinds of maps. (political, physical, rainfall, population)
- Reads and uses captions, keys, and legends of maps.
- Gains skill in locating places on maps. (countries, rivers, cities, etc.)
- Begins to read other kinds of maps. (historical, road)
- Understands scale and symbols of maps.
- Uses maps to determine directions, distances, land formation, time zones, climate.
- Reads and interprets several kinds of graphs. (land, bar, circle)
- Answers simple questions from reading maps, graphs, and tables.
- Answers questions that require interpretation of maps, graphs, tables.

Reference Books

Encyclopedia

- Uses guide letters to find material on a given subject.
- Uses alphabetical arrangement to locate information.
- Understands the purpose of topical headings.
- Understands the purpose of cross references.
- Understands the purpose of bibliographies at the close of the articles.
- Learns to use the index volume of the encyclopedia.

Atlas

- Gains skill in using an atlas to find special information.
- Gains skill in using an atlas to locate places geographically.

Other

- Uses specific reference books. (World Almanac, Junior Book of Authors, Periodical Indexes, etc.)
- Begins to use newspapers and magazines for information.
- Understands the difference between fiction and non-fiction in seeking information.
- Begins to use information services. (Chamber of Commerce, government agencies)

Evaluating Information

- Evaluates relevancy of material to topic being studied.
- Evaluates validity of statements read.
- Begins to evaluate competency of author to make the statements.
- Recognizes the difference between a statement of fact and a statement of opinion.
- Compares statements with those on the same topic in other books and newspapers.

READING DEVELOPMENT IN GRADE FIVE (continued)

EXPECTANCIES IN THE TEACHING OF READING (continued)

FUNCTIONAL READING (continued)

Evaluating Information (continued)

- Checks copyright dates.
- Evaluates information in terms of his own experience when possible.

Organizing Information

Outlining

- Gains skill in using form of outlining introduced earlier.
- Outlines topics or discussion in more detail.
- Uses correct outline form for major and minor topics and sub-topics.

Summarizing

- Summarizes and organizes ideas for the purpose of remembering.
- Gains skill in classifying information.

Note-Taking

- Improves in note-taking.
- Selects and states main idea of each important paragraph.
- Selects and states supporting details.
- States main idea of an entire selection.
- Selects important supporting details.
- Arranges ideas in sequence.

Interpretive Skills

- Figures out unknown facts from those already known.
- Relates isolated incidents to the central idea of a story.
- Understands character roles in stories.
- Interprets figures of speech.
- Recognizes the relationship of ideas.
- Gains increasing skill in critical reading.
  - Interprets attitudes, feelings, character traits.
  - Makes inferences.
  - Weighs evidence.
  - Draws conclusions from reading.
- Gains increasing skill in creative reading.
  - Interprets enriching imagery.
  - Senses and enjoys humor.
  - Imagines details not given.
  - Gains new ideas and insights from reading.
  - Uses judgment in forming conclusions from reading.
- Assimilates and applies ideas read.
  - Integrates ideas read with his previous experience.
  - Modifies behavior and thinking as a result of reading.
  - Applies to everyday living ideas gained through reading.
  - Combines materials from various sources in making decisions and solving problems.

EXPECTANCIES IN THE TEACHING OF LITERATURE

AIMS OF LITERATURE

Appreciation and Taste in Literature

Impression

- Evidences keen delight in books and poetry read by adults.
- Enjoys hearing books beyond his reading ability.
- Becomes more discriminating in his reading.
- Realizes the effectiveness of words in literature.
- Appreciates the contribution of illustrations in books.
- Distinguishes between fiction and nonfiction.
- Extends his imagination through wide reading.
- Identifies various types of literature: poetry, biography, myths, fantasy, fiction, etc.
- Reads for pleasure with increasing enjoyment.
- Uses reading with increasing frequency as a leisure-time activity.
- Becomes acquainted with outstanding authors and illustrators of poetry and prose.
- Looks for books by favorite authors and illustrators.
- Becomes interested in the lives of favorite authors.
- Develops increasing skill in visual imagery.
- Increases store of sensory imagery: sound, touch, smell, taste, sight.
- Reads stories with more characters and more complex plots.
- Gains skill in recognizing story problems and plot structure.
- Develops attitudes which lead to permanent interest in reading.
- Develops understanding of the differences and similarities in prose and poetry.
- Begins to appreciate description and characterization in stories.
- Begins to evaluate theme and outcome of story, behavior of characters.
- Begins to grasp author's point of view.
- Notices settings of stories and books.
- Develops taste in selecting stories and poems of literary worth.
- Begins to recognize elements of style, kinds of humor, and picturesque language.
- Enriches vocabulary through wide reading.

Impression (continued)

- Cherishes and rereads favorite books and stories.
- Evaluates a selection of literature and realizes why it did or did not appeal to him.
- Derives from literature enjoyment, information, and inspiration.
- Learns about book reviews and literary prizes which serve as guides to selecting good reading.

Expression

- Participates in choral speaking of poetry.
- Memorizes poems of his choice.
- Tells stories to the group.
- Plans and performs dramatizations of stories and narrative poems.
- Reads selections of his choice to the group.
- Shares books with others through discussion and reports.
- Composes original stories and poems.
- Makes oral and written book reports.
- Shows continued interest in building personal library.

Appreciation of Our Cultural Heritage

- Acquires a broader understanding of his own world and the world of others through literature.
- Becomes acquainted with the literary heritage of our country: adventures, biography, legends, fiction.
- Enjoys American folklore and "tall tales".
- Recognizes contemporary and historical cultural patterns in literature: Pilgrims, Winnebago and Seminole Indians, etc.
- Appreciates the contributions of other people in other times and in other parts of the world.

READING DEVELOPMENT IN GRADE FIVE (continued)

EXPECTANCIES IN THE TEACHING OF LITERATURE (continued)

AIMS OF LITERATURE (continued)

Enrichment of Experience and Extension of Information

- Explores literature for both enjoyment and information.
- Shows continuing interest in the library and the variety of books available there.
- Selects books in the library from a variety of subjects and types of literature.
- Extends his reading to meet his special interests, such as hobbies, science, and biographies.
- Broadens mental horizons and extends insight as a result of wide reading.
- Develops ability to judge the accuracy of material read.
- Satisfies curiosity through reading.
- Enriches social studies and science background through reading biographies, historical and geographical fiction.
- Reads periodicals for enjoyment and information.

Love of Country and Democratic Ideals

- Enjoys hearing and reading stories and poems about famous Americans.
- Reads biographies of explorers, generals, presidents, and other American heroes.
- Enjoys stories of colonial times, pioneer life, the westward movement, and other periods in our country's history.
- Develops ideals of patriotism through hearing, reading, and discussing inspirational books and poems.

Character and Ethical Values

- Appreciates the elements of fair play found in both traditional and contemporary literature.
- Admires the characteristics of generosity and kindness found in books and stories.
- Admires the characteristics of honesty, courage, and perseverance of famous Americans as shown in biographies of them.

Character and Ethical Values (continued)

- Improves in attitudes and behavior as a result of experiences in literature.
- Develops personal standards of ethics.

Fun and Escape

- Begins to enjoy more whimsical humor in poetry and prose.
- Enjoys the humor of repetition, alliteration, and "coined" words.
- Finds satisfaction and enjoyment in reading humorous stories and poems.
- Selects humorous books for personal reading.
- Develops a keener sense of humor through enjoyment of literature.

Insight into Personal Problems

- Identifies himself with certain story characters.
- Develops sense of security and belonging through group activities in literature.
- Finds satisfaction in vicarious experiences that meet his basic needs for achievement, for belonging, for aesthetic satisfaction, for change.
- Recognizes selections which are pertinent to personal interests and problems.

Understanding the Problems of Others

- Sympathizes with the feelings and ideas of story characters.
- Develops understanding of the way people think, feel, act, and speak.
- Grows in human and aesthetic values as a result of experiences in literature.

EXPECTANCIES IN THE TEACHING OF LITERATURE (continued)

TYPES OF LITERATURE

Poetry

- Enjoys poetry read by adults.
- Develops wider interest in poetry.
- Becomes increasingly aware of rhythm, color, action, and expressive words in poetry.
- Realizes that poetry offers a wide choice in subject matter: nature, history, nonsense, humor, etc.
- Grows in ability to interpret the meaning of poems.
- Reads poetry independently.
- Begins to realize the knowledge and pleasure provided by poetry.
- Begins to understand the difference between limericks and poetry.

Folk and Fairy Tales

- Enjoys hearing and reading more advanced folk and fairy tales.
- Acquires knowledge of folk and fairy tales and their origin.
- Recognizes the "moral" in fables and folk tales.
- Recognizes different versions of familiar fairy tales.

Myths and Legends

- Enjoys myths, legends, and hero stories.
- Reads myths from various countries.
- Enjoys hero stories depicting courage, strength, or perseverance.

Science and Nature

- Reads factual books about science and nature: animals, stars, seas, space.
- Becomes interested in physical sciences, such as chemistry and physics.

Biography and History

- Enjoys biographies of famous Americans: presidents, explorers, scientists, athletes.
- Enjoys true stories of our country's history.

Fiction

- Enjoys stories of animals depicted objectively.
- Enjoys stories about children of other lands.
- Enjoys historical fiction depicting periods of our country's history.
- Enjoys stories of adventure in daily life: camping, sports, travel.

READING DEVELOPMENT IN GRADE SIX

The demands for effective reading techniques at the sixth grade level are numerous. Children need increased power to identify and understand more difficult words. The need for specialized skills to be used in the content areas becomes more acute. New study skills, such as the effective use of materials from a variety of sources, skimming, and interpreting information should be acquired here. Effective oral reading is likewise needed in a number of audience situations.

The task of the teacher is to plan a program of systematic reading instruction which enables all children to progress in reading achievement. Some pupils need continued instruction in basic word-recognition and comprehension skills, while a few are ready for much more advanced reading skills. For all pupils, there should be continued provision for literary activities and encouragement of wide recreational reading.

EXPECTANCIES IN THE TEACHING OF READING

DEVELOPMENTAL READING

Word Recognition

Phonetic Analysis

Consonants

- Continues to develop skill in using the principles introduced at previous levels.
- Recognizes consonant sounds in initial, medial, and final position, including variant sounds.
- Understands that consonants are sometimes silent.
- Recognizes and pronounces fluently the variant sounds of consonant blends and digraphs.
- Uses with ease the principles of syllabication of double consonants, digraphs, and blends.

Vowels

- Knows the long and short vowel sounds and their diacritical markings.
- Uses with in creasing skill the principles governing vowel sounds in syllables introduced earlier. (summary - grade 4)
- Recognizes and uses easily all of the variant sounds of the vowels. (grade 5)
- Understands the use of the **schwa** symbol in unaccented syllables.
- Realizes that vowels are sometimes silent.

Vowels (continued)

- Perceives the variant sounds of digraphs and double vowels.
- Perceives the variant sounds of diphthongs.
- Recognizes the effect of **r, l, w,** on vowel sounds.
- Understands and uses the principles governing the pronunciation of vowels introduced earlier. (grade 2)
- Uses phonetic elements as guides to pronunciation.
- Recognizes and uses all of the common phonograms introduced earlier. (grade 2)

Structural Analysis

- Develops further skill in using the principles of structural analysis introduced earlier.
- Recognizes and uses all of the common contractions.
- Recognizes singular and plural possessive forms, and understands the use of the apostrophe.
- Understands and uses the generalizations for inflectional forms.
  - Recognizes regular and irregular plural forms of nouns and verbs.
  - Understands that the final consonant is usually doubled before endings such as **ed, er, est, es, ing.**

EXPECTANCIES IN THE TEACHING OF READING (Continued)

DEVELOPMENTAL READING (continued)

Structural Analysis (continued)

- Understands that the final **e** is usually dropped before endings, such as **ed, er, est, es, ing.**
- Understands that **y** changes to **i** before endings.
- Understands the pronunciation of **ed** after **t** or **d.**
- Recognizes root words in inflected forms.

Root Words

- Unlocks the meaning of new words by using knowledge of root words.
- Unlocks the meaning of compound and hyphenated words by using knowledge of root words.
- Increases knowledge of words by becoming acquainted with some words derived from Latin roots.
- Uses the dictionary to check meaning and spelling of affixed forms.

Prefixes and Suffixes

- Recognizes and knows the meaning of common prefixes introduced earlier.
- Learns and compares the meanings of additional prefixes, such as **con, com, counter, non, anti, fore, inter, trans.**
- Recognizes and knows the meaning of common suffixes introduced earlier.
- Learns the meaning of additional suffixes such as **able, ible; al, ic, ical; ance, ence; ive, ous; eer, or, ist.**
- Compares the meanings of prefixes and suffixes with those learned earlier.

Syllabication

- Uses with increasing skill in independent word-attack the principles of syllabication introduced earlier. (grades 4 and 5)
- Uses with understanding the principles governing vowel sound in syllables introduced earlier. (summary - grade 4)

Word Analysis

- Uses with increasing skill phonetic and structural analysis along with context clues to determine meaning.
- Uses speaking and listening vocabulary as clues to meaning in context.
- Uses punctuation with increasing skill as an aid to clarifying meaning.
- Understands the differences in form and meaning of synonyms, antonyms, homonyms, homographs, heteronyms.
- Recognizes these forms in context and uses them in written work.

Comprehension

General Expectancies

- Evidences continued growth in comprehension skills introduced earlier.
- Locates major and minor ideas.
- Anticipates outcomes.
- Understands and follows directions involving several steps.
- Recalls the sequence of story events.
- Relates to personal experience and observation materials read.
- Translates ideas into own words without changing meaning.
- Generalizes and classifies related ideas.
- Recognizes story or plot structure.

Rate of Reading

- Reads basic silent reading material with satisfactory comprehension at approximately 200 words per minute.
- Develops a reading rate sufficient for comprehension.
- Adapts his reading rate to purpose for which he is reading.
  - Reads to get the gist of material rapidly.
  - Reads carefully for details.
  - Reads analytically to outline.

READING DEVELOPMENT IN GRADE SIX (continued)

EXPECTANCIES IN THE TEACHING OF READING (Continued)

DEVELOPMENTAL READING (continued)

Comprehension

Rate of Reading (continued)

- Skims to locate information.
- Reads narrative rapidly to keep pace with the story.

Oral Reading

- Observes standards of oral reading introduced earlier.
- Has a purpose for reading aloud.
- Prepares material ahead of time.
- Determines emotional tone of reading and uses it in expression.
- Reads at a suitable pace.
- Uses punctuation marks and special type as guides to expression.
- Reads directions and explanations effectively.

FUNCTIONAL READING

Locating Information

Books

- Recognizes and uses with facility the various parts of books: preface, table of contents, foreword, title page, appendix, index.
- Understands and uses bibliographies in books.

Pictures

- Continues to study pictures as orientation for units or topics.
- Uses pictures to answer questions, prove a point, or interpret stories.
- Studies pictures for details not given in context, or to clarify a point in context.

FUNCTIONAL READING (continued)

Pictures (continued)

- Uses pictures as aids in carrying out directions (science experiment).
- Uses pictures to explain words and places in the news.
- Reads captions of pictures to extend meaning.

Dictionary - Glossary Skills

Locational Skills

- Uses alphabetical sequence with increasing skill.
- Uses guide words with increasing skill.
- Uses the dictionary to find exact spelling of a word.
- Understands the purpose of special sections of a dictionary.
- Understands that there are several kinds of dictionaries.

Pronunciation

- Understands the function of pronunciation keys and symbols.
- Interprets pronunciation keys and diacritical markings with increasing skill.
- Uses the dictionary to check syllabication.
- Compares pronunciation keys in several dictionaries.

Meaning

- Understands that words may have several meanings.
- Selects the appropriate meaning to fit the context of material read.
- Finds and uses additional meanings of known words.
- Uses synonyms and antonyms as an aid to meaning.
- Understands the symbols used to indicate parts of speech as clues to meaning and use of words.
- Begins to note derivations of words as clues to meaning.

READING DEVELOPMENT IN GRADE SIX (continued)

EXPECTANCIES IN THE TEACHING OF READING (Continued)

FUNCTIONAL READING (continued)

Locating Information (continued)

Dictionary - Glossary Skills (continued)

Accentuation

- Uses accent marks as guides to pronunciation.
- Understands the effect of accent on vowel sound.
- Understands the effect of shifting accent on meaning.
- Recognizes primary and secondary accent.
- Recognizes accented parts of compound words.
- Realizes that accent is on the root word in affixed forms.
- Realizes the effect of lack of accent in unstressed syllables.
- Uses the dictionary to check accentuation.

Library

- Uses the card catalog with facility to locate books on a given topic, or by a certain author.
- Uses cross reference cards.
- Locates easily on the library shelves the books he wants.

Maps, Charts, Graphs

- Reads and interprets several kinds of maps. (political, physical, rainfall, population, land use)
- Uses captions, keys, legends of maps with increasing skill.
- Uses maps to determine directions, distances, land formation, time zones, climate, population.
- Reads and interprets several kinds of graphs with increasing facility. (line, bar, circle, picture)
- Answers questions requiring interpretation of maps, graphs, tables.

Reference Books

Encyclopedia

- Uses the encyclopedia with greater facility to find information.
- Understands and uses topical headings, cross references, bibliographies.
- Uses the index volume of the encyclopedia.

Atlas

- Continues to use an atlas to find information and locate places geographically.

World Almanac

- Understands the purpose of the almanac.
- Uses the almanac to find specific information.

Other

- Gains skill in using specific reference books. (Periodical Indexes, Junior Book of Authors, etc.)
- Gains skill in using newspapers and magazines for information.
- Begins to use timetables to locate specific information.
- Uses information services. (Chambers of Commerce, government agencies, etc.)
- Gains skill in deciding what type of reference book will give desired information.
- Uses several sources in gathering information.

READING DEVELOPMENT IN GRADE SIX (continued)

EXPECTANCIES IN THE TEACHING OF READING (Continued)

FUNCTIONAL READING (Continued)

Evaluating Information

- Evaluates information in terms of his own experience.
- Uses copyright date as one means of evaluating information.
- Begins to evaluate information in terms of the author's background.
- Develops a questioning attitude towards printed matter.
- Distinguishes between fact and opinion.
- Begins to identify propaganda in editorials and letters to the editor.
- Compares statements with those on the same topic in other books, magazines, newspapers.
- Selects material pertinent to the topic being studied.

Organizing Information

Outlining

- Improves in ability to make more detailed outlines.
- Makes own outline of a selection.
- Uses outlines for oral and written reports and class discussion.

Summarizing

- Shows growth in ability to summarize.
- Re-states important ideas in his own words.
- Shows relationship between paragraphs.

Note-Taking

- Improves in ability to take notes.
- Includes main ideas and supporting details.
- Places notes in sequence.
- Keeps notes brief.
- Lists title of book.
- Lists author, page, date, volume.

Interpretive Skills

- Uses known facts to figure out unknown facts.
- Relates isolated incidents to central ideas.
- Understands character roles in stories.
- Interprets figures of speech.
- I dentifies elements of author's style.
- Interprets author's meaning and purpose.
- Interprets idiomatic, figurative, and picturesque language.
- Draws conclusions from information gathered.
- Makes judgments based on knowledge and information acquired.
- Begins to "read between the lines".
- Perceives the relationship between ideas, facts, and opinions.
- Interprets motives of characters in stories and books.
- Identifies himself with certain characters.
- Reacts emotionally to situations in stories.
- Recognizes and appreciates humor and pathos.
- Takes time to meditate upon what is read.
- Assimilates ideas read.
  - Integrates ideas read with his previous experience.
  - Modifies behavior and thinking as a result of reading.
  - Applies idea gained through reading to everyday living.
  - Combines materials from various sources in making decisions and solving problems.
- Understands the importance of checking facts and conclusions frequently.
- Develops the understanding that critical thinking is directly related to our democratic way of life.

READING DEVELOPMENT IN GRADE SIX (continued)

EXPECTANCIES IN THE TEACHING OF LITERATURE

AIMS OF LITERATURE

Appreciation and Taste in Literature

Impression

- Deepens appreciation through stories and poems read by adults.
- Enjoys hearing books beyond his reading ability.
- Broadens interest to include more poetry, biography, historical and science fiction.
- Becomes increasingly aware of rhythm, sound, color, action, and expressive words in literature.
- Appreciates the contribution of illustrations in books: beauty, humor, clarity.
- Distinguishes between fiction and non-fiction and reads widely in both areas.
- Identifies various types of literature: poetry, biography, myths, fantasy.
- Extends his imagination through wide reading.
- Reads for pleasure with increasing enjoyment.
- Becomes acquainted with outstanding authors and illustrators of poetry and prose.
- Finds and reads books by favorite authors and illustrators.
- Becomes interested in the lives of favorite authors.
- Begins to appreciate and compare the literary style and quality of various authors.
- Develops increasing skill in visual and sensory imagery.
- Gains skill in recognizing story problems or plot structure.
- Develops attitudes which lead to permanent interest in reading.
- Develops understanding of the differences and similarities in prose and poetry.
- Appreciates description and characterization in stories.
- Gains skill in evaluating the theme of a story, the behavior and motives of its characters, and the outcome.
- Realizes that a story consists of characters, plot, and setting, and that each contributes to the enjoyment of it.
- Understands how an author builds suspense and brings a story to a climax.

Impression (continued)

- Realizes that he shares with the writer experiences in strange and unknown worlds.
- Develops taste in selecting stories and poems of literary worth.
- Begins to recognize elements of style, kinds of humor, picturesque language.
- Enriches vocabulary through wide reading.
- Cherishes and rereads favorite books and stories.
- Evaluates selections of literature and realizes why each did or did not appeal to him.
- Derives from literature enjoyment, information, and inspiration.
- Learns about book reviews and literary prizes which may serve as a guide to selecting good reading.
- Appreciates in their unabridged form some of the classics written for this grade level.
- Realizes that some of the best motion pictures, and radio and television programs are based upon great literature.
- Begins to expand his reading interests to include more literary types: essays, short stories, etc.
- Begins to develop ability to evaluate the quality of written material.

Expression

- Enjoys choral speaking of poetry.
- Memorizes poems of his choice.
- Tells stories to the group.
- Plans and performs dramatizations of stories and narrative poems.
- Reads to the group selections of his choice.
- Reports on reading for the benefit and enjoyment of others.
- Composes original stories, poems, and plays.
- Makes oral and written book reports.
- Shows interest in building a personal library.

READING DEVELOPMENT IN GRADE SIX (continued)

EXPECTANCIES IN THE TEACHING OF LITERATURE (Continued)

AIMS OF LITERATURE (continued)

Appreciation of Our Cultural Heritage

- Acquires through literature a broader understanding of his own world and the world of others.
- Becomes acquainted with the literary heritage of our country: adventure, biography, legends, etc.
- Widens his horizon through reading about other times, places, and people.
- Increases understanding of contemporary and historical cultural patterns presented in literature.
- Appreciates the contributions of people in other times and in other parts of the world.
- Realizes the wealth of the literature which we have "inherited" from other countries.

Enrichment of Experience and Extension of Information

- Explores literature for both enjoyment and information.
- Shows continuing interest in the library and the variety of books available there.
- Selects library books on a variety of subjects and of various types of literature.
- Extends his reading to meet special interests such as hobbies, science, and biogra phy.
- Broadens his mental horizons, extends insight, and deepens understanding as a result of wide reading.
- Develops in critical thinking as a result of wide experiences in literature.
- Satisfies his curiosity through reading.
- Enriches his background in social studies through reading biography and historical fiction.
- Enriches science background through reading related factual and fictional material.
- Reads periodicals for enjoyment and information.

Love of Country and Democratic Ideals

- Enjoys books and poems about famous Americans.
- Reads biographies of explorers, generals, presidents, and other American heroes.
- Enjoys stories about life in various periods of American history.
- Develops ideals of patriotism through hearing, reading, and discussing inspirational books and poems.

Character and Ethical Values

- Appreciates the elements of justice found in both traditional and contemporary literature.
- Appreciates the characteristics of generosity and kindness found in books and stories.
- Admires the characteristics of honesty, courage, and perseverance of famous people as shown in biographies of them.
- Improves in attitudes and behavior as a result of experiences in literature.
- Develops personal standards of ethics through reading.

Fun and Escape

- Enjoys more whimsical humor in poetry and prose.
- Continues to enjoy the humor of "coined" words.
- Finds satisfaction and enjoyment in reading humorous stories and poems.
- Selects humorous books for personal reading.
- Develops a wholesome sense of humor through enjoyment of literature.

READING DEVELOPMENT IN GRADE SIX (continued)

EXPECTANCIES IN THE TEACHING OF LITERATURE (Continued)

AIMS OF LITERATURE (continued)

Insight into Personal Problems

- Identifies himself with story characters and gains insight into his own personality through his experiences in literature.
- Develops a sense of security and belonging through group activities in literature.
- Finds satisfaction in vicarious experiences that meet his basic needs to achieve, to belong, to find aesthetic satisfaction, to get change.
- Recognizes selections which are pertinent to his personal interests and problems.

Understanding of the Problems of Others

- Sympathizes with the feelings and ideas of the characters in the stories he reads.
- Develops understanding of the way people in other parts of the world think, feel, act, and speak.
- Begins to realize the similarities of people in all parts of the world.
- Begins to understand the individual differences of people within the same family or community: handicaps, talents, interests, goals.
- Grows in human and aesthetic values as a result of experiences in literature.

TYPES OF LITERATURE

Poetry

- Enjoys poetry read by adults.
- Develops a wider interest in poetry.
- Becomes increasingly aware of rhythm, sound, color, action, and expressive words in poetry.
- Realizes that poetry offers a wide choice of subject matter.
- Grows in ability to interpret the meaning of poems.
- Reads poetry independently.
- Realizes the knowledge and pleasure provided by poetry.
- Understands the difference between limericks and poetry.

TYPES OF LITERATURE (continued)

Folk and Fairy Tales

- Enjoys hearing and reading more advanced folk and fairy tales.
- Increases his knowledge of folk and fairy tales and their origins.
- Recognizes the "moral" in fables and folk tales.
- Recognizes different versions of familiar fairy tales.

Myths and Legends

- Expands knowledge of myths, legends and hero stories.
- Reads myths from various countries.
- Enjoys hero stories depicting courage, strength, and perseverance.

Science and Nature

- Reads factual books about science and nature: animals, stars, seas, space.
- Reads technical books in the physical sciences: chemistry, physics.

Biography and History

- Enjoys biographies of famous people: presidents, scientists, doctors, athletes, heroes.
- Enjoys true stories of other countries of the world.
- Enjoys stories about ancient cultures.

Fiction

- Appreciates poignant animal stories.
- Enjoys fiction depicting periods in the history of our own and other countries.
- Enjoys stories of adventure in daily life: camping, sports, travel, school.
- Begins to enjoy stories depicting boy-girl relationships.

Grade Six and Advanced Pupils

PROSE

Understanding Our Friends in Nature

Bagnold, Enid	*National Velvet* (Horses-National Steeple Chase)
*Burnford, Sheila	*The Incredible Journey* (Cats and Dogs)
Coatsworth, Elizabeth	*The Cat Who Went to Heaven* (Japanese Setting)
Estes, Eleanor	*Ginger Pye* (Dogs)
*George, Jean	*My Side of the Mountain* (Self sufficiency of man in nature)
George, John	*Vulpes, the Red Fox*
George, John	*Masked Prowler: The Story of a Raccoon*
Gipson, Fred	*Old Yeller* (Dogs)
*Grahame, Kenneth	*The Wind in the Willows* (Animals)
Guillot, René	*Grishka and the Bear*
Henry, Marguerite	*King of the Wind* (Horses-Arabian)
James, Will	*Smoky the Cowhorse*
*Kipling, Rudyard	*Just So Stories* (Animals)
Kipling, Rudyard	*Jungle Book* (Animals)
Kjelgaard, Jim	*Big Red* (Dogs)
Lawson, Robert	*Ben and Me* (Mice)
Lawson, Robert	*Mr. Revere and I* (Horses)
Lippincott, Joseph	*Old Bill: The Whooping Crane* (Birds)
London, Jack	*The Call of the Wild* (Dogs)
Meader, Stephen	*Red Horse Hill* (Horse racing)
Montgomery, Rutherford	*Kildee House* (Animals)
North, Sterling	*Rascal* (Racoon)
O'Brien, John	*Silver Chief, Dog of the North*
O'Hara, Mary	*My Friend Flicka* (Horses)
Rawlings, Marjorie	*The Yearling* (Fawn)
Rounds, Glen	*The Blind Colt* (Horses)
Salten, Felix	*Bambi* (Deer)
Sandoz, Mari	*The Horsecatcher*
Waldeck, Theodore	*The White Panther*
White, Anne	*Junket, The Dog Who Liked Everything "Just So"*

Fairy Tales, Myths and Legends, Folklore

	Arabian Nights
*Baldwin, James	*The Story of Roland* (France)
*Barrie, Sir James	*Peter Pan* (Fairy Tale)
*Baum, L. Frank	*The Wizard of Oz* (Fairy Tale)
Benson, Sally	*Stories of the Gods and Heroes* (Mythology)
*Bowman, James	*Mike Fink* (Legend - U. S.)
Bulfinch, Thomas	*A Book of Myths*

* Recommended for reading aloud

PROSE

Colum, Padraic	*Children of Odin* (Mythology - Norse)
Colum, Padraic	*The Golden Fleece* (Mythology)
Deutsch, Babette	*Heroes of Kalevala* (Legend - Finland)
Finger, Charles	*Tales from Silver Lands* (Fairy Tales)
Gaer, Joseph	*The Adventures of Rama* (Epic - Indian - East)
Hosford, Dorothy	*By His Own Might: The Battles of Beowulf* (Folklore)
*Irving, Washington	*Rip Van Winkle, and the Legend of Sleepy Hollow*
Lagerlöf, Selma	*The Wonderful Adventures of Nils* (Fairy Tales - Sweden)
Lamb, Charles	*Tales from Shakespeare*
MacDonald, George	*At the Back of the North Wind* (Fairy Tale)
Malcomson, Anne	*Yankee Doodle's Cousins* (Folklore and legends - U. S.)
Malory, Sir Thomas	*The Boy's King Arthur* (Legend)
Nic Leodhas, Sorchie	*Heather and Broom* (Scotland)
Norton, Mary	*The Borrowers* (Fairy tales)
Pyle, Howard	*The Story of King Arthur and His Knights* (Legend)
Pyle, Howard	*Some Merry Adventures of Robin Hood* (Legend)
Saint Exupéry, Antoine de	*The Little Prince* (Fairy tale)
Sandburg, Carl	*Rootabaga Stories* (Fairy tale)
Seredy, Kate	*The White Stag* (Legend - Hungary)
*Shephard, Esther	*Paul Bunyan* (Legend)
Swift, Jonathan	*Gulliver's Travels* (Fairy tale)

Fun and Nonsense

Bowman, James	*Pecos Bill: the Greatest Cowboy of All Time*
Hale, Lucretia	*The Complete Peterkin Papers* (Family Humor)
McCloskey, Robert	*Centerburg Tales* (Sequel to *Homer Price*)
*Robertson, Keith	*Henry Reed, Inc.* (Boys)

Imagination, Make-Believe, Magic, Fantasy

Boston, Lucy	*The Children of Green Knowe* (Fantasy)
Boston, Lucy	*Treasure of Green Knowe* (Sequel to *The Children of Green Knowe*)
*Carroll, Lewis	*Alice's Adventure in Wonderland* and *Through the Looking Glass* (Fantasy)
Cervantes, Miguel	*Don Quixote de la Mancha* (Imagination)
Coatsworth, Elizabeth	*The Cat Who Went to Heaven* (Fantasy - Orient)
*De la Mare, Walter	*A Penny a Day* (Short Stories of Magic and Spells)

Grade Six and Advanced Pupils

PROSE

Field, Rachel	*Hitty* (Dolls - Imagination)
Pearce, A. Philippa	*Tom's Midnight Garden* (Fantasy)

The World of Science and Nature

Buff, Mary	*Big Tree* (Sequoias)
Carson, Rachel	*The Sea around Us* (Ocean)
Holling, Holling C.	*Minn of the Mississippi* (Rivers)
*Liers, Emil	*An Otter's Story*
*Liers, Emil	*A Black Bear's Story*
McCracken, Harold	*The Biggest Bear on Earth*
Mead, Margaret	*People and Places* (Anthropology)
Reed, W. Maxwell	*The Stars for Sam* (Astronomy)
Reed, W. Maxwell	*The Sea for Sam* (Marine Biology)

Mystery, Suspense, Science Fiction

Bell, Margaret	*Watch for a Tall White Sail* (Teen-age girl's adventure in Alaska)
Berna, Paul	*The Horse without a Head* (Mystery in Paris)
Breck, Vivian	*High Trail* (Adventure in mountain climbing)
Bunyan, John	*Pilgrim's Progress* (Adventures of Christian, the pilgrim)
*Clemens, Samuel	*The Adventures of Huckleberry Finn* (River adventures of a waif and a refugee slave)
*DeFoe, Daniel	*Robinson Crusoe* (Adventure - Shipwreck)
Dillon, Ellis	*The Singing Cave* (Ireland - Adventure - Mystery)
Doyle, Arthur Conan	*Adventures of Sherlock Holmes*
DuBois, William	*Twenty-one Balloons* (Science Fiction)
DuSoe, Robert	*Three Without Fear* (Adventure - Shipwreck)
Ellsberg, Edward	*"I Have Just Begun To Fight"* (Sea story of John Paul Jones)
Hawes, Charles	*The Dark Frigate* (17th century pirate story)
Heinlein, Robert	*Rocket Ship Galileo* (Science Fiction)
Heyerdahl, Thor	*Kon-Tiki* (Across the Pacific by raft)
Jewett, Eleanore	*Hidden Treasure of Glaston* (Mystery in Medieval England)
Kipling, Rudyard	*Captains Courageous* (Life on a fishing schooner)
L'Engle, Madeleine	*A Wrinkle in Time* (Science fiction)
Melville, Herman	*Moby Dick* (Pursuit of the White Whale)
Nordoff, Charles	*Mutiny on the Bounty* (Sea story)
O'Dell, Scott	*Island of the Blue Dolphins* (A girl "Robinson Crusoe")
Pearce, A. Philippa	*The Minnow Leads to Treasure* (Mystery)
Pease, Howard	*Hurricane Weather* (Mystery)
Poe, Edgar A.	*The Gold Bug and Other Tales*

PROSE

Ransome, Arthur	*Swallows and Amazons* (Vacation on a small island)
*Stevenson, Robert L.	*Treasure Island* (Buried treasure and pirates)
Ullman, James	*Banner in the Sky* (Adventure in mountain Climbing)
Verne, Jules	*Twenty Thousand Leagues Under the Sea* (Science fiction - submarine)
Wibberley, Leonard	*Sea Captain from Salem* (Sea battles)
Winterfeld, Henry	*Detectives in Togas* (Rome - Mystery)
Wyss, Johann	*The Swiss Family Robinson* (Shipwreck on a desert island)

Our Country's Story

*Brink, Carol	*Caddie Woodlawn* (Frontier life - Wisconsin)
Burchard, Peter	*Jed* (Civil War - Yankee soldier and a Southern boy)
Caudill, Rebecca	*Tree of Freedom* (Frontier life in Kentucky)
Cooper, James F.	*The Last of the Mohicans* (French and Indian War)
*Daugherty, James	*Of Courage Undaunted: Across the Continent with Lewis and Clark*
*Forbes, Esther	*Johnny Tremain* (Revolutionary War story of Boston in revolt)
Foster, Genevieve	*Abraham Lincoln's World* (19th century)
Foster, Genevieve	*George Washington's World* (18th century)
Foster, Genevieve	*The World of Captain John Smith* (America - Discovery and exploration)
Fritz, Jean	*Brady* (Slavery - Underground railway)
Johnson, Gerald	*America Grows Up* (1787 - 1917)
Johnson, Gerald	*America Moves Forward* (1917 to the present)
Johnson, Gerald	*America Is Born* (Columbus - Revolutionary War)
*Keith, Harold	*Rifles for Watie* (Civil War)
Lampman, Evelyn	*Tree Wagon* (Oregon - Pioneers)
Lampman, Evelyn	*Navaho Sister* (Navaho Indians - present day)
McGraw, Eloise	*Moccasin Trail* (Crow Indians adopt white boy)
Meadowcroft, Enid	*By Secret Railway* (Underground railway)
Morrow, Honoré	*On to Oregon* (Overland Journey to the Pacific)
Speare, Elizabeth	*The Witch of Blackbird Pond* (Witchcraft - Connecticut)
Steele, William	*The Perilous Road* (Tennessee - Civil War brothers divided in loyalty)
Swift, Hildegarde	*Railroad to Freedom* (Underground railway)
*Wilder, Laura Ingalls	*By the Shores of Silver Lake* (Dakotas and early railroad days)

*** Recommended for reading aloud**

Grade Six and Advanced Pupils

PROSE

*Wilder, Laura Ingalls	*Little Town on the Prairie* (Life in the Dakota Territory)
*Wilder, Laura Ingalls	*The Long Winter* (Indomitable spirit of our pioneers)
*Wilder, Laura Ingalls	*These Happy Golden Years* (Sequal to *Little Town on the Prairie*)

Great Men and Women

Averill, Esther	*Cartier Sails the St. Lawrence*
Busoni, Rafaello	*The Man Who Was Don Quixote*
Commager, Henry	*America's Robert E. Lee*
Daugherty, James	*Daniel Boone*
Eaton, Jeannette	*That Lively Man, Ben Franklin*
Forbes, Esther	*America's Paul Revere*
Foster, Genevieve	*Abraham Lincoln: An Initial Biography*
Foster, Genevieve	*George Washington: An Initial Biography*
Graham, Shirley	*Dr. George Washington Carver*
Holbrook, Stewart	*America's Ethan Allen*
Hunt, Mabel	*Better Known as Johnny Appleseed*
Judson, Clara Ingram	*Andrew Jackson, Frontier Statesman*
Judson, Clara Ingram	*Thomas Jefferson, Champion of the People*
Judson, Clara Ingram	*Benjamin Franklin*
Judson, Clara Ingram	*Theodore Roosevelt*
Kennedy, John F.	*Profiles in Courage*
Latham, Jean	*Carry on, Mr. Bowditch*
Lenski. Lois	*Indian Captive: The Story of Mary Jemison*
McNeer, May	*Armed with Courage*
*Meigs, Cornelia	*Invincible Louisa*
Moscow, Henry	*Thomas Jefferson and His World*
Nolan, Jeannette	*The Story of Clara Barton of the Red Cross*
Sandburg, Carl	*Abe Lincoln Grows Up*
*Yates, Elizabeth	*Amos Fortune: Free Man*

Making History Come Alive

*Adams, Samuel	*The Pony Express* (Heroism in men and horses)
Benary-Isbert, Margot	*The Ark* (Germany-World War II - effect on children and adolescents)
Bennett, John	*Master Skylark* (English - a story of Shakespeare's time)
Bishop, Claire	*Twenty and Ten* (France - World War II - children's experiences)
Chute, Marchette	*Wonderful Winter* (Time of Shakespeare - London and the theater)
Clemens, Samuel	*The Prince and the Pauper* (England - Tudors)
DeJong, Meindert	*The House of Sixty Fathers* (China - World War II)

PROSE

Dumas, Alexandre	*The Three Musketeers* (France 1589-1789)
Foster, Genevieve	*Augustus Caesar's World* (B.C. 44-14 A.D.)
Gray, Elizabeth	*Adam of the Road* (Great Britain - Middle Ages - Boy's adventures in his search for his dog)
*Kelly, Eric	*The Trumpeter of Krakow* (Poland - Middle Ages)
Kent, Louise	*He Went with Christopher Columbus* (Spain in days of Columbus)
McGraw, Eloise	*The Golden Goblet* (Egypt - Goldsmith's craft)
Meadowcroft, Enid	*The Gift of the River* (A history of ancient Egypt)
*Pyle, Howard	*Men of Iron* (Knighthood - Days of chivalry)
Pyle, Howard	*Otto of the Silver Hand* (Middle Ages - Germany)
Scott, Sir Walter	*Ivanhoe* (Days of Richard the Lionhearted)
Shirer, William	*The Rise and Fall of Adolf Hitler* (Germany - World War II)
Tappan, Eva	*When Knights Were Bold* (Middle Ages)
Van Loon, Hendrik	*The Story of Mankind* (World History)

Learning to Understand Ourselves

Alcott, Louisa	*Little Women* (New England - family of girls)
Alcott, Louisa	*Little Men* (Continues story of *Little Women*)
Canfield, Dorothy	*Understood Betsy* (Country life - effect on sheltered child)
Cavanna, Betty	*Going on Sixteen* (Motherless girl's affection for her dog)
Church, Richard	*Five Boys in a Cave* (Effect of danger and fear)
Cleary, Beverly	*Fifteen* (Boy-girl adolescence)
*Clemens, Samuel	*The Adventures of Tom Sawyer* (Pranks of a mischievous boy)
*Dickens, Charles	*A Christmas Carol* (Christmas - Delineation of character)
Enright, Elizabeth	*Thimble Summer* (Wisconsin - Farm life)
L'Engle, Madeleine	*Meet the Austins* (Family accepts young orphan)
Rutgers, Anna	*Avalanche* (Orphans - World War II)
Sawyer, Ruth	*Roller Skates* (Childhood experiences - New York City)
Sorensen, Virginia	*Miracles on Maple Hill* (Family adjustment after war)
*Sperry, Armstrong	*Call It Courage* (Proving oneself)
Tunis, John	*All-American* (Discrimination-tolerance-sports)
Wiggin, Kate	*Rebecca of Sunnybrook Farm* (Child-adult relationship)

* Recommended for reading aloud

Grade Six and Advanced Pupils

PROSE

Understanding Other Countries, Cultures and Minority Groups

Angelo, Valenti	*Nino* (Italy - Voyage to America)
Armer, Laura	*Waterless Mountain* (Navaho Indians)
Arora, Shirley	*What Then, Raman?* (Problems of Modern India)
Baumann, Hans	*The World of the Pharaohs* (Archeological discoveries in Egypt)
Clark, Anne N.	*Secret of the Andes* (Inca Indians)
*DeJong, Meindert	*The Wheel on the School* (Netherlands - Storks)
Dodge, Mary M.	*Hans Brinker, or the Silver Skates* (Netherlands - Culture)
Gates, Doris	*Blue Willow* (Migrants - California)
Krumgold, Joseph	*And Now Miguel* (New Mexico-Sheep Herding)
*Krumgold, Joseph	*Onion John* (Immigrants)
Lewis, Elizabeth	*Young Fu of the Upper Yangtze* (Chinese City Life)
Mukerji, Dhan Gopal	*Gay-Neck* (India - Hindu philosophy-war-carrier pigeon)
Rankin, Louise	*Daughter of the Mountains* (India - Tibet)
*Rugh, Belle	*Crystal Mountain* (Lebanon - Children)
Seredy, Kate	*The Good Master* (Hungary - Farm Life)
Seredy, Kate	*The Singing Tree* (Hungary - Farm Life)
Shannon, Monica	*Dobry* (Bulgaria - Farm Life)
Speare, Elizabeth	*The Bronze Bow* (Early Christianity)
Sterling, Dorothy	*Mary Jane* (Negroes - Race Problems)
*Treffinger, Carolyn	*Li Lun, Lad of Courage* (Chinese - Young boy)
Van Stockum, Hilda	*The Cottage at Bantry Bay* (Ireland - Family life)
Worth, Kathryn	*They Loved To Laugh* (Southern Quakers - Family life)

POETRY

Nature

Blake, William	The Lamb
Bryant, William C.	To a Waterfowl
Cone, Helen	Dandelions
Dickinson, Emily	A Bird Came down the Walk
Dickinson, Emily	The Grass
Farjeon, Eleanor	The Night Will Never Stay
Frost, Robert	Stopping by Woods on a Snowy Evening
Frost, Robert	The Runaway
Holmes, Oliver W.	The Chambered Nautilus
Kilmer, Joyce	Trees
Lowell, James	June
Millay, Edna St. Vincent	Afternoon on a Hill
Rosetti, Christina	All Things Wait upon Thee
Rosetti, Christina	Spring Quiet
Stevenson, Robert L	Windy Nights
Teasdale, Sara	Stars
Tennyson, Alfred	Flower in the Crannied Wall
Whittier, John G.	Snow-bound
Wordsworth, William	The Daffodils
Wylie, Elinor	Velvet Shoes

Romance and Adventure

Field, Rachel	If Once You Have Slept on an Island
Kipling, Rudyard	The Smuggler's Song
Masefield, John	Sea Fever
Millay, Edna St. Vincent	Eel-grass
Miller, Joaquin	Columbus
Stevenson, Robert L.	Requiem
Stevenson, Robert L.	The Vagabond

Humor, Laughter, and Nonsense

Carroll, Lewis	The Walrus and the Carpenter
Carryl, Charles	The Plaint of the Camel
Ciardi, John	*I Met a Man*
Cowper, William	The Diverting History of John Gilpin
Gilbert, Sir William	The Yarn of the *"Nancy Bell"*

Our Country's Story

Benét, Rosemary and Stephen	*A Book of Americans* Pilgrims and Puritans Captain Kidd
Benét, Rosemary and Stephen	Abraham Lincoln
Benét, Rosemary and Stephen	Johnny Appleseed
Benét, Rosemary and Stephen	Nancy Hanks
Bennett, Henry	The Flag Goes By
Farjeon, Eleanor	*Kings and Queens* Bluff King Hal
Farjeon, Eleanor	*Mighty Men* When Hannibal Crossed the Alps
Lindsay, Vachel	Daniel
Lindsay, Vachel	General William Booth Enters into Heaven
Morrison, Lillian	*Yours Till Niagara Falls*

* Recommended for reading aloud

POETRY

Daly, Thomas	Lettla Giorgio Washeenton
Emerson, Ralph W.	Concord Hymn
Guiterman, Arthur	Daniel Boone
Guiterman, Arthur	The Oregon Trail
Hemans, Felicia	The Landing of the Pilgrim Fathers
Lindsay, Vachel	Abraham Lincoln Walks at Midnight
Longfellow, Henry W.	Paul Revere's Ride
McCrae, John	In Flanders Fields
Miller, Joaquin	The Defense of the Alamo
Scott, Sir Walter	Breathes There a Man
Thayer, Ernest	Casey at the Bat
Van Dyke, Henry	America for Me
Whitman, Walt	Oh, Captain! My Captain!
Whitman, Walt	I Hear America Singing
Whittier, John Greenleaf	Barbara Frietche

Ballads

Loesser, Frank	Rodger Young
Lomax, John and Alan	*Cowboy Songs, and other Frontier Ballads*
	A Home on the Range
	Git Along, Little Dogies
	Good-by, Old Paint
	The Desperado
Pound, Louise	*American Ballads and Songs*
	My Father's Gray Mare
	The Rich Young Farmer
	The Little Old Sod Shanty on the Claim
Sandburg, Carl	*The American Songbag*
	Red Iron Ore

Understanding Other Countries and Cultures

Ballads and Narrative Poems

Browning, Robert	An Incident of the French Camp
Browning, Robert	How They Brought the Good News from Ghent to Aix
Browning, Robert	The Pied Piper of Hamelin
Campbell, Thomas	Lord Ullin's Daughter
Cook, Eliza	King Bruce and the Spider
Kipling, Rudyard	Gunga Din
Longfellow, Henry Wadsworth	The Wreck of the Hesperus
Miller, Alice	White Cliffs of Dover
Nathan, Robert	Dunkirk
Newbolt, Sir Henry	Drake's Drum
Scott, Sir Walter	Young Lochinvar
Southey, Robert	The Inchcape Rock
Tennyson, Alfred	The Charge of the Light Brigade

* Recommended for reading aloud

POETRY

Anthologies

Arbuthnot, May Hill	*Time for Poetry*
Assoc. for Childhood Education	*Sung under the Silver Umbrella*
Brewton, Sara	*Bridled with Rainbows*
Brewton, John	*Under the Tent of the Sky*
Cole, William	*I Went to the Animal Fair*
Cole, William	*Humorous Poetry for Children*
Ferris, Helen	*Favorite Poems Old and New*
Huffard, G. T.	*My Poetry Book*
Love, Katherine	*A Pocketful of Rhymes*
Love, Katherine	*A Little Laughter*
Peterson, Isabel	*The First Book of Poetry*
Rasmussen, Carrie	*Let's Say Poetry Together*
Untermeyer, Louis	*The Golden Treasury of Poetry*
Untermeyer, Louis	*Rainbow in the Sky*
Werner, Jane	*The Golden Book of Poetry*
Withers, Carl	*A Rocket in My Pocket*

Individual Poets

Aldis, Dorothy	*All Together*
Behn, Harry	*Windy Morning*
Benét, William Rose	*Poems for Youth*
De la Mare, Walter	*Come Hither*
Farjeon, Eleanor	*Poems for Children*
Field, Rachel	*Poems*
Frost, Robert	*You Come Too*
Lear, Edward	*A Book of Nonsense*
Millay, Edna St. Vincent	*Poems Selected for Young People*
Milne, A. A.	*The World of Christopher Robin*
Richards, Laura	*Tirra Lirra*
Sandburg, Carl	*Early Moon*
Thompson, Blanche	*Silver Pennies*

Subject Index to Poetry

Brewton, John and Sara	*Index to Children's Poetry and Supplements*

SUGGESTED ACTIVITIES FOR DEVELOPING READING READINESS IN KINDERGARTEN

ACTIVITIES TO DEVELOP GENERAL READINESS

- Provide many opportunities for listening to stories and poems.
- Have children dramatize favorite stories.
- Provide opportunities for children to retell stories after they have been repeated often enough for the class to know them well.
- Tell a "Continued Story". Teacher begins and introduces one or two characters. Each child, in turn, adds a sentence or two to keep the story moving.
- Provide ample opportunity for sharing experiences. Encourage children to ask questions about the contributions of the other children.
- Use pictures for interpretation. Say, "Tell what is happening in the picture". Suggest that children compare their own experiences with those of children in the pictures.
- Describe objects in "Feeling Box". Use rocks, shells, pieces of fur, yardgoods, marbles,
  a. Children sit in circle, draw object, describe how it feels, and identify it.
  b. Children sit in circle, close eyes while one child withdraws an object and describes it. Members of group then guess what it is, and child who guesses correctly takes place of first child.
- Use "Identifying Color Game".
  a. Place different colored objects in various colored boxes. Ask a child to choose one of a certain color from a particular colored box.
  b. Child withdraws object from color box while children in circle hide eyes. Child describes object and places it behind his back before other children open their eyes. First child calls on a member of the group to guess color of object described. Use the following possible objects: small red car; green glass marble; blue toy cup; yellow crayon; orange top; purple block; black toy telephone; white doll's shoe. Objects are discussed before placing in box.
- Have children make scrapbooks to help improve eye-hand co-ordination. Provide magazines for cutting. Let children organize clippings in categories and mount them.
- Encourage natural opportunities for children to give directions to each other and follow directions in functional situations. Use the opportunities offered by natural dramatic play. The teacher must, however, limit directions to those that are really important.
- Encourage children to solve own problems which occur in block building and dramatic play.

ACTIVITIES TO DEVELOP AUDITORY DISCRIMINATION

- "What Did I Do?": Make sound while children hide eyes. Children then guess action.
  Examples: tapping wood or metal, tearing paper, dropping eraser, clapping hands, etc.
- "What Is Making This Sound?: Name object rather than action. Use wood block, pitch pipe, piano, tambourine, triangle, bell, rhythm sticks, etc.
- Rhyming Word Game: Say; "I am thinking of something in the room that rhymes with bag." Children guess answer and one who answers correctly comes to front and presents similar riddle.
- Beginning Sounds Game: Say, "I am thinking of something in the room that begins like **dog.**" Children give answer and one who answers correctly gives the next riddle.
- Counting Game: Give several children "secret" numbers under ten. One at a time children come forward and tap numbers. Other children tell what number each had.
- Game To Vary Routines: On occasion, use game situations to indicate when individual should take turn for specific activity. Have children think of words in various categories: opposites; rhyming words; names of birds, farm, and zoo animals; fathers' work; parents' first names; telephone numbers; addresses.

SUGGESTED ACTIVITIES FOR DEVELOPING READING READINESS IN KINDERGARTEN (continued)

ACTIVITIES TO DEVELOP VISUAL DISCRIMINATION

- Picture Games:
  a. Have children identify objects in picture collection.
  b. Provide opportunity for children to cut pictures from magazines and group into selected topics, such as cats, trains, boats.
- Picture Lotto: Use commercial or teacher-made games in which children match pictures.
- Color on My Back Games: Pin square of colored paper on one child's back while another child who is "it" hides eyes. "It" tries to see paper on child's back while that child moves about in circle. Both children keep hands behind their backs.
- Mystery Game: Show tray with small objects. Cover tray and remove one object. Show tray again and ask which object is missing.
- Sign Game: Paste pictures of familiar signs on cards and show for identification. Use street stop signs, railroad crossing signals, traffic lights, walk lights.
- Uniform Game: Paste pictures of familiar workers on cards and show for identification. Use policeman, fireman, spaceman, nurse, dentist.

ACTIVITIES TO DEVELOP COMPREHENSION AND VOCABULARY

- Help child increase understanding of vocabulary by clarifying new and unfamiliar concepts from stories.
- Use pictures to improve understanding of new vocabulary.
- Develop evaluation skills by asking, "What do you like about John's work? Does anyone think of something which would improve his work?" Children must be encouraged to give positive comments in a constructive manner.
- Use pictures to develop ability to evaluate situations. Superimpose cut-out pictures on others. For example, use a picture of a child in a bathing suit pasted on picture of snow scene. Ask, "What do you think about this picture?" This question is better than "What is wrong with this picture?"
- Use pictures for organizing thinking. Have children classify objects by taking four to six pictures to group in categories, such as cars, boats, furniture.
- Have children classify pictures according to sequence. Give them four to six pictures on cards. Tell them to arrange the pictures to tell a logical story.

DEFINITION OF TERMS

Antonym - A word opposed in meaning to another word; the opposite of synonym.

Blend - Two or more letters in sequence, each of which is sounded.

Consonant - Any letter of the alphabet, except **a, e, i, o, u,** and sometimes **y**. A speech sound in which the breath stream is blocked or stopped momentarily. Single consonant letters represent single sounds.

Consonant Blend - Two or three consonants pronounced with a glide that slightly affects the separate sounds **(bl, cr, nd, nk, rt, spl, squ, tw)**.

Consonant Digraph - See digraph below.

Digraph - A combination of two consonant letters or two vowel letters which are pronounced as a single sound **(ch, gh, ng, ph, sh, th, wh; ea, oa, oo)**.

Diphthong - A combination of two vowels closely connected with a glide to form a single phonetic element **(oi, oy; ou, ow)**.

Heteronym - A word spelled like another, but differing in sound and meaning; the opposite of homonym **(rĕad, rĕad; prĕsent, present')**.

Homograph - One of two or more words spelled identically, but differing in derivation and meaning **(fair - beautiful, fair - market; lead - metal, lead - to conduct)**.

Homonym - A word pronounced like another, but differing in origin, meaning, and spelling. **(bare, bear)**

Inflected Ending - One or more letters **(s, es, ed, er, ing)** which are commonly used with nouns, verbs, adjectives, and adverbs to indicate number, person, tense, comparison **(girl, girls; church, churches; talk, talked; big, bigger; run, running)**.

Phoneme - A family of speech sounds or closely related variants of a single speech sound.

Phonetic Word - A word in which every letter represents a partiular sound; one which can be sounded according to phonetic rules.

Phonetics - The science of speech sounds; a system in which each speech sound has a symbol and each symbol always represents the same sound.

Phonics - The application of elementary phonetics to the teaching of reading and spelling. It is concerned with letters of the alphabet as well as spoken sounds.

Phonogram - Part of a word containing common sound elements which may be found in many words **(ake - cake, rake; ight - light, night)**.

Readiness - A stage of maturation at which a child can approach a new process with few frustrations and negative effects.

Schwa - An unaccented, obscure vowel sound **(a - idea, e - quiet, o - storm, u - circus)**; the inverted e symbol.

Synonym - A word having the same or nearly the same meaning as several other words in the same language.

Vowel - Any of the following letters of the alphabet; **a, e, i, o, u** and sometimes **y**. A speech sound in which the breath is expelled in a continuous stream through the mouth.

Vowel Digraph - A combination of two vowel letters which are pronounced as a single sound **(ea, oa, oo)**.

FIVE LEVELS OF RATING

THE QUALITY OF READING

INSTRUCTION PROGRAM

FIVE LEVELS OF RATING THE QU

The act of judging the quality of instruction provided for pupils is a matter of relating the characteristic features of the program and the practices used to implement the program. This cha five levels of quality in a reading instruction program; Level V refers to the highest. One can determine which level best characterizes the reading instruction program of a school or a grad within the school through the aid of this chart.

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL
READING PROGRAM					
A.	The reading program is based on basic textbooks. Each class reads through the textbook for the grade level. There are few other reading opportunities.	The reading program is based almost entirely on basic textbooks. Each class reads through the basic reader for the grade level and one or two other readers on the same grade level.	The reading program is based upon one or two sets of basal readers. The teacher makes good use of the manuals accompanying the texts.	The reading program is based mainly upon the developmental program presented in several basal reading series. Each reading group uses a different basal reader. Enrichment readers, weekly newspapers, and other books are used.	Same as Level IV. In much use is made of r magazines, newspaper materials. The librar tegral part of the read
B.	No effort is made to be certain that all reading skills are taught. Word recognition is emphasized in the primary grades.	Some effort is made to teach important reading skills. However, no attention is given to developing skills as children need them.	Greater attention is given to the teaching of various reading skills. The teacher attempts to teach skills to children when needed.	The reading program consists of the systematic and sequential development of reading skills in both oral and silent reading.	Same as Level IV. Ap reading skills is made areas. There is much tion of reading instruc brarian and teacher sh bility for teaching loc library skills.
C.	The teaching of phonics receives very little emphasis.	Isolated drill in phonics receives much attention. The entire class participates.	Phonics is taught according to suggestions in the teacher's manuals.	The systematic developmental program of phonetic skills is taught at all grade levels.	Same as Level IV. Ad struction in phonics is needed by individuals pupils.
D.	Little or no library reading is done by the children.	Children are encouraged to do library reading. However, only a limited number of books are read.	Children do a considerable amount of library reading.	Children read widely in many areas. An abundant supply of library books is available.	Same as Level IV. Th and teacher work toge couraging the expansio ren's reading interests.
E.	Literature read in the classroom is limited to selections found in textbooks.	The teacher reads to the children occasionally.	The teacher reads good literature to the class frequently and children read some on their own.	The teacher reads good literature to children. Pupils participate in the planning and presentation of activities in literature to the class.	A balanced program in literature is planned b Children and the teac literature with each o provided for activities

FIVE LEVELS OF RATING THE QUALITY

y of instruction provided for pupils is a matter of relating the characteristic features of the program and the practices used to implement the program. This chart indicates ding instruction program; Level V refers to the highest. One can determine which level best characterizes the reading instruction program of a school or a grade or a room aid of this chart.

LEVEL II	LEVEL III	LEVEL IV	LEVEL V
The reading program is based almost entirely on basic textbooks. Each class reads through the basic reader for the grade level and one or two other readers on the same grade level.	The reading program is based upon one or two sets of basal readers. The teacher makes good use of the manuals accompanying the texts.	The reading program is based mainly upon the developmental program presented in several basal reading series. Each reading group uses a different basal reader. Enrichment readers, weekly newspapers, and other books are used.	Same as Level IV. In addition, much use is made of many books, magazines, newspapers, and other materials. The library is an integral part of the reading program.
Some effort is made to teach important reading skills. However, no attention is given to developing skills as children need them.	Greater attention is given to the teaching of various reading skills. The teacher attempts to teach skills to children when needed.	The reading program consists of the systematic and sequential development of reading skills in both oral and silent reading.	Same as Level IV. Application of reading skills is made in the content areas. There is much individualization of reading instruction. The librarian and teacher share responsibility for teaching locational and library skills.
Isolated drill in phonics receives much attention. The entire class participates.	Phonics is taught according to suggestions in the teacher's manuals.	The systematic developmental program of phonetic skills is taught at all grade levels.	Same as Level IV. Additional instruction in phonics is given when needed by individuals or groups of pupils.
Children are encouraged to do library reading. However, only a limited number of books are read.	Children do a considerable amount of library reading.	Children read widely in many areas. An abundant supply of library books is available.	Same as Level IV. The librarian and teacher work together in encouraging the expansion of children's reading interests.
The teacher reads to the children occasionally.	The teacher reads good literature to the class frequently and children read some on their own.	The teacher reads good literature to children. Pupils participate in the planning and presentation of activities in literature to the class.	A balanced program in all types of literature is planned by the teacher. Children and the teacher share good literature with each other. Time is provided for activities in literature.

OF A READING INSTRUCTION PROGRAM

The act of judging the quality of instruction provided for pupils is a matter of relating the characteristic features of the program and the practices used to implement the program. Thi five levels of quality in a reading instruction program; Leven V refers to the highest. One can determine which level best characterizes the reading instruction program of a school or a within the school through the aid of this chart.

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LE
METHODS					
A.	No attempt is made to determine readiness of individuals or groups for various reading skills.	No attempt is made to determine readiness of individuals or groups for various reading skills. An attempt is made to determine readiness of the first grade classes for formal reading instruction.	Reading readiness tests are used to determine the readiness of individual first grade pupils for formal reading. Little attention is given to determining readiness of pupils for various phases of the reading program.	A definite attempt is made to determine readiness of each child for the various phases of the reading program. Observation by the teacher, teacher-made and standardized tests used.	Special e readiness ous parts Various t
B.	Children given the same assignment. There is no grouping.	Children given the same assignment. Occasionally very slow pupils are given less work.	Children are placed in two or three groups according to general reading abilities. Grouping not flexible.	Children are placed in groups according to their reading abilities. This grouping is flexible.	Children cording t ties or ge Grouping
C.	Children "read around the class" orally.	Techniques are sometimes varied to allow children to take character parts in reading stories. Teacher asks single factual questions to test comprehension.	Techniques of teaching oral and silent reading are varied somewhat using the suggestions in teacher's manuals. The teacher asks "why" and "how" questions to test pupils' comprehension.	Varied and interesting teaching techniques are used to teach basic skills of phonetic and structural analysis, comprehension, and the work-study skills.	Varied a are used vanced s interpret
D.	There is little correlation between reading and other subject areas. No instruction given in work-study skills.	There is little correlation between reading and other subject areas. Work-study skills receive little emphasis.	Reading is sometimes correlated with the other language arts. Some work-study skills are taught.	There is some correlation of reading with other subject areas. Emphasis is given to teaching work-study skills needed for the content areas.	There is of readin in large
MATERIALS					
A.	No books other than basic textbooks are provided for wide reading.	Few books other than textbooks are available from a small collection in a room library.	Many books other than textbooks are available through room and public libraries.	Many books are available in many areas of interest and at many levels of reading difficulty.	Many boo central li terest and ability. are also
B.	No workbooks are used.	Some workbooks are used. They might not be part of the basal reading program.	Workbooks are used for the purpose of strengthening reading skills for the entire class.	Workbooks are used for the purpose of strengthening reading skills where needed by class or by individual pupils. Weekly newspapers are also used.	Same as

ING INSTRUCTION PROGRAM

uality of instruction provided for pupils is a matter of relating the characteristic features of the program and the practices used to implement the program. This chart indicates a reading instruction program; Leven V refers to the highest. One can determine which level best characterizes the reading instruction program of a school or a grade or a room h the aid of this chart.

L I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V
e to determine duals or groups skills.	No attempt is made to determine readiness of individuals or groups for various reading skills. An attempt is made to determine readiness of the first grade classes for formal reading instruction.	Reading readiness tests are used to determine the readiness of individual first grade pupils for formal reading. Little attention is given to determining readiness of pupils for various phases of the reading program.	A definite attempt is made to determine readiness of each child for the various phases of the reading program. Observation by the teacher, teacher-made and standardized tests used.	Special effort is made to determine readiness of each pupil for the various parts of the reading program. Various techniques are used.
same assign- o grouping.	Children given the same assignment. Occasionally very slow pupils are given less work.	Children are placed in two or three groups according to general reading abilities. Grouping not flexible.	Children are placed in groups according to their reading abilities. This grouping is flexible.	Children are placed in groups according to common reading difficulties or general reading abilities. Grouping is highly flexible.
ound the class"	Techniques are sometimes varied to allow children to take character parts in reading stories. Teacher asks single factual questions to test comprehension.	Techniques of teaching oral and silent reading are varied somewhat using the suggestions in teacher's manuals. The teacher asks "why" and "how" questions to test pupils' comprehension.	Varied and interesting teaching techniques are used to teach basic skills of phonetic and structural analysis, comprehension, and the work-study skills.	Varied and interesting techniques are used to teach the basic and advanced skills in reading. Deeper interpretive skills are taught.
elation between subject areas. en in work-study	There is little correlation between reading and other subject areas. Work-study skills receive little emphasis.	Reading is sometimes correlated with the other language arts. Some work-study skills are taught.	There is some correlation of reading with other subject areas. Emphasis is given to teaching work-study skills needed for the content areas.	There is correlation and integration of reading with other subject areas in large units of teaching.
n basic textbooks de reading.	Few books other than textbooks are available from a small collection in a room library.	Many books other than textbooks are available through room and public libraries.	Many books are available in many areas of interest and at many levels of reading difficulty.	Many books are available in the central library in many areas of interest and at many levels of reading ability. Magazines and newspapers are also available.
used.	Some workbooks are used. They might not be part of the basal reading program.	Workbooks are used for the purpose of strengthening reading skills for the entire class.	Workbooks are used for the purpose of strengthening reading skills where needed by class or by individual pupils. Weekly newspapers are also used.	Same as Level IV.

SUGGESTED ACTIVITIES FOR ENRICHING THE PROGRAM IN LITERATURE

DEVELOPING TASTE AND PERMANENT INTERESTS IN LITERATURE

PRIMARY

- Have a reading corner to suggest a "reading for pleasure" atmosphere.
- Change books for each of the units studied.
- Allow children to browse in the library.
- Encourage children to read the favorite books of their parents and grandparents.
- Suggest that children take books home to read silently, to read as a family group, or to have adults read to them.
- Explore individual interests and show each child how to obtain fine books that satisfy his personal needs and develop new interests for him.
- Encourage children to become familiar with the Lewis Carroll Shelf Award offerings.
- Read poems and select from them words to put in lists for color, sound, action, and feeling.
- Read poems to express feeling and rhythm.
- Encourage children to memorize poems of their own choice.

INTERMEDIATE

- Have a suggested reading list of the best of literature posted on a bulletin board. Use Literary Heritage for Madison Children.
- Arrange selected books related to current interests of individuals and of the class on a reading table.
- Discuss and evaluate books that have received awards for literary excellence, such as the Newbery and Caldecott Medal books.
- Discuss qualities of enduring literature. Consider the writings of contemporary authors which may become classics.
- See movies of and listen to radio programs on books which have become classics.
- Have children bring favorite books from home for a room collection. After the individuals in a class have read many of them, have discussions to decide which ones may be classed just as "escape" reading and which ones have characteristics of enduring literature.
- Discuss how one's taste changes! Why does a book which interested him two years ago fail to do so now?
- Discuss the importance of plot of a story.
- Discuss style of writing of various authors. How does the style of writing enhance the plot? List words which have sensory appeal. What adjectives build up imagery? What figures of speech are intriguing?
- Compare style of writing of various authors.
- Record mood poems on tape. Play tape during milk period or other period of quiet relaxation.
- Memorize poetry as an individual project. Allow time for reciting of favorite poetry.

ORAL AND SILENT READING OF LITERATURE

- Read to children to set standards for children's reading and develop appreciation of literature.
- Have pupils read to classmates to stimulate interest.
- Read by pairs or in huddles to heighten enthusiasm and to practice for audience reading.
- Encourage reluctant readers by pairing or grouping them with excellent readers.
- Read "Chinese" fashion to prepare for reading to the class.
- Develop interest and taste through a chapter a day read by the teacher. Variations in tone and volume help to create the spell of good literature.
- Read at the appropriate time poems and stories to heighten an immediate feeling, express an emotion, or to parallel an existing situation.
- Compound the enjoyment of reading a new story or book by having groups of five or six children take turns in reading aloud.
- Select readings of prose materials which are particularly rhythmical and euphonious to sharpen literary appreciation.
- Read poetry silently and 'listen' to the sound of words.
- Engage in choral reading, using light and dark voices, girl and boy voices, and solo voices, as well as having the entire group read in unison.

SUGGESTED ACTIVITIES FOR ENRICHING THE PROGRAM IN LITERATURE (continued)

STORY TELLING

PRIMARY

- Have a daily period for story telling.
- Tell stories with exaggeration and drama to create an interest in the art of story telling and to improve ability to hold an audience.
- Retell stories to develop a feeling for sequence.
- Utilize magazine pictures and flannel boards as props to build up to the climax of a story and to develop audience interest.
- Stimulate the imagination of small children by finger plays.
- Motivate story telling by a picture, a news item, or the beginning of a story told by the teacher.
- Ascribe personalities to flowers, vegetables, automobiles, and other inanimate objects to encourage excursions into imaginative realms.
- Tell seasonal stories appropriate to current units of work.
- Repeat refrains of a story with a story teller.
- Share favorite "trade book" stories.
- Take a realistic beginning of a story about a classmate and carry it off into the field of high adventure.

INTERMEDIATE

- Have weekly or bi-weekly story hours.
- Experiment in expressing feelings, moods, and emotions.
- Tell original stories in relays and allow children to improvise as they progress.
- Give the climax of a story in a sentence or paragraph. Have children supply the beginning and the ending.
- Develop modern versions of old stories. Substitute new methods for old in communication, transportation, and other activities. Note the change in mood.
- Prepare tape recordings of children's story telling for a "radio" program.
- Tell a story illustrated by commercial or pupil made slides.
- Present several stories or poems about one theme as a literary program.

A CLASS THEME FOR INDIVIDUALIZED READING

- Share literary experiences on a common theme:
  - Reading for fun
  - Funny stories
  - Accumulative tales
  - Animal stories
  - Stories about seasons
  - Holiday stories
  - Fairy stories

- Increase breadth and depth of literary background by sharing experiences on a common theme.
  - Fiction for recreational reading
  - Reading on individual interests and hobbies
  - Reading literature which integrates with units in social studies or science
  - Folk literature
    - What outstanding social qualities are represented?
    - What qualities of a hero are common all over the world?
    - What are some motifs of folk tales?

SUGGESTED ACTIVITIES FOR ENRICHING THE PROGRAM IN LITERATURE (continued)

A CLASS THEME FOR INDIVIDUALIZED READING

PRIMARY

- Fantasy
  - Old tales of magic
  - Fanciful tales
  - Imaginative tales
  - Science fiction
- Folk tales
- Rhymes
- Poetry
- Stories of other lands
- Stories of famous people
- Stories related to units being studied

INTERMEDIATE

- Fairy tales
  - Which fairy tales are vehicles for satire?
  - How do some criticize society?
- Myths
  - What ideas of deity are expressed by myths?
  - How do they explain the origin of the universe?
  - How do they personify forces of nature?
  - How do they explain natural phenomena?
  - Compare and contrast some of the Greek, Roman, Norse, and Finnish Myths.
- Legends
  - In what ways do legends idealize history?
- Fables
  - Note characteristics of the structure of fables - short, concrete, and direct.
  - How do they develop a moral?
- Biography
  - What do we learn from lives of great people?
  - How do social conditions determine the type of person to achieve greatness?
- Travel
  - How do travel books extend one's horizons?
  - How do they motivate individuals to see the world?
  - How do they help in world understanding?
- History
  - How do stories portray love of country?
  - How have our ideals been perpetuated through historical books?

SUGGESTED ACTIVITIES FOR ENRICHING THE PROGRAM IN LITERATURE (continued)

GROUP EXPERIENCES AND CONTRIBUTIONS IN LITERATURE

PRIMARY

- Impersonate a book character
- Make up riddles about stories.
- Dramatize stories using own words.
- Dramatize original stories.
- Dramatize stories with stick or hand puppets.
- Dramatize with invisible props.
- Act out or pantomine a story as it is read.
- Pantomine part of a story; have audience guess the character or action.

INTERMEDIATE

- Observe Book Week by a carnival. Have a series of groups stage exciting episodes from favorite books. Let the audience guess the titles and the charactesr. Give a succession of clues to help in identification.
- Dramatize an individual or a group adaptation of a favorite book.
- Dramatize with marionettes.
- Dramatize "in the round" - the audience around the actors.
- Dramatize with audience participation.
- Dramatize creative writing of the class.
- Establish reading clubs to satisfy individual interests: Scandinavian Club, Poetry Club, Humor Club.

PUPIL REACTION AND INTERACTION TO COMMON EXPERIENCES IN LITERATURE

- Express reactions to stories read.
- Compare and contrast reactions of children who have read the same literature.
- Have class discussions on stories.
- Discuss the behavior of characters in terms of ethical and moral values.
- Discuss possible alternative behavior of characters in terms of ethical and moral values.
- Read fables and myths; discover object lessons.
- Evaluate television programs. Select those which seem best for regular viewing.
- Develop oral book reports according to points which grow in complexity as pupils mature.
- Impersonate a salesman and sell favorite books to the class. The book is sold when read by a classmate.
- Write reactions to books on 3 x 5 cards. File in a box for class reference.
- Place written reactions to historical books in the appropriate place on a time line. This helps in orientation and integration of ideas and time sequence. Summaries can be placed in a miniature book cover.
- Find solutions to personal problems by reading about similar situations in books. (bibliotherapy)
- Experiment in role playing.
- Have class discussions on these books by asking students, "Have you read books which
  - helped you understand yourself better?
  - helped you understand your parents better?
  - helped you to understand why your friend acts as he does?
  - seemed so real you felt the events were happening to you?
  - made you feel you were present in a historical event?".
- Have panel discussions on books with an analysis of values expressed by author.
- Have small group discussions on favorite descriptions, humorous incidents, exciting passages, or dramatic events.
- Discuss several books by the same author.

SUGGESTED ACTIVITIES FOR ENRICHING THE PROGRAM IN LITERATURE (continued)

EXPRESSING LITERARY EXPERIENCES THROUGH ART, MUSIC, AND MOVEMENT

PRIMARY

- Illustrate stories in sequence.
- Illustrate descriptive words into pictures.
- Draw the main idea in a story.
- Make shadow boxes for representations of scenes.
- Draw pictures of what book characters might see in their natural settings.
- Construct mobiles to illustrate favorite books.
- Paint murals of book scenes.
- Discuss reactions to a famous painting. Write an interpretation in colorful words.
- Let pupil imagine himself as an object in a picture and express appropriate feelings and observations.
- Read, rather than sing, lyrics to music.
- Read poetry and prose to a soft background of music.
- Become familiar with rhythmic patterns typical of certain geographic areas.
- Learn folk dances of the countries of story book friends.
- Connect music with folk tales such as Ravel's Mother Goose Suite, Prokofieff's Hansel and Gretel, and Tchaikovsky's Sleeping Beauty Waltz.

INTERMEDIATE

- Draw cartoon strips of stories.
- Make modern illustrations for old classics.
- Become acquainted with famous illustrators.
- Arrange bulletin boards to create interest in new books available.
- Create sets for dramatizations.
- Improvise period costumes.
- Develop technique of using a symbol to suggest a costume or a setting.
- Create scenes from famous stories in dioramas.
- Make pictorial literary maps.
- Read rhythmically with percussion accompaniment.
- Pantomime in rhythm to accompany recitatives (poetry or prose).
- Write group poetry for rhythmic interpretation:
  - Each person writes one sentence on a theme such as work, travel, pleasure, excitement.
  - Divide into groups and arrange sentences in a collective poem.
  - Arrange group recitations of this poetry.
- Select mood music as a prelude to reading poems in a period for sharing favorite poetry.
- Become familiar with musical interpretations of folk literature.
  - Tchaikovsky - Nutcracker Suite
  - Dukas - The Sorcerer's Apprentice
  - Stravinsky - Firebird
  - Wagner - Nibelungen Ring - Story of Siegfried

EVALUATING BREADTH AND DEPTH OF READING

- Keep personal records of books read.
- Use motivation charts to record class readings.
- Mount book jackets with written comments of pupils who have read the book.
- Use a reading wheel to encourage exploration of all areas of literature.

- Keep personal records of readings under basic categories of literature.
- Use class motivation charts designed as book cases. Write titles on "book backs", the colors of which represent categories, such as blue - fiction; yellow - adventure; green - biography.
- Use "A Literary Heritage for Madison Children". Indicate dates read after titles of books.
- Report on books from all categories. Forms of reports required should be appropriate to the reader's level of maturity.
- File reports in a class book under heading such as fiction, travel, biography. Names of children contributing may be on the fly leaf.
- Evaluate individual readings in terms of appropriate degree of difficulty and scope.
- Modify reading habits to increase breadth and depth.

THE NEWBERY MEDAL BOOKS

The Newbery medal is awarded annually to the author of the most distinguished contribution to American literature for children published during the preceding year. The award is named after John Newbery, the famous eighteenth century English publisher of children's books. The medal was proposed and offered by Frederic G. Melcher in 1921. The selection of the book and presentation of the award are made by the Children's Services Division of the American Library Association.

• 1922	*The Story of Mankind*	Hendrik Van Loon
• 1923	*Voyages of Dr. Doolittle*	Hugh Lofting
• 1924	*The Dark Frigate*	Charles Hawes
• 1925	*Tales from Silver Lands*	Charles Finger
• 1926	*Shen of the Sea*	Arthur Chrisman
• 1927	*Smoky, the Cowhorse*	Will James
• 1928	*Gay-Neck*	Dhan Gopal Mukerji
• 1929	*Trumpeter of Krakow*	Eric Kelly
• 1930	*Hitty, Her First Hundred Years*	Rachel Field
• 1931	*The Cat Who Went to Heaven*	Elizabeth Coatsworth
• 1932	*Waterless Mountain*	Laura Armer
• 1933	*Young Fu of the Upper Yangtze*	Elizabeth Lewis
• 1934	*Invincible Louisa*	Cornelia Meigs
• 1935	*Dobry*	Monica Shannon
• 1936	*Caddie Woodlawn*	Carol Brink
• 1937	*Roller Skates*	Ruth Sawyer
• 1938	*The White Stag*	Kate Seredy
• 1939	*Thimble Summer*	Elizabeth Enright
• 1940	*Daniel Boone*	James Daugherty
• 1941	*Call It Courage*	Armstrong Sperry
• 1942	*The Matchlock Gun*	Walter Edmonds
• 1943	*Adam of the Road*	Elizabeth Gray
• 1944	*Johnny Tremain*	Esther Forbes
• 1945	*Rabbit Hill*	Robert Lawson
• 1946	*Strawberry Girl*	Lois Lenski
• 1947	*Miss Hickory*	Carolyn Bailey
• 1948	*The Twenty-One Balloons*	William duBois
• 1949	*King of the Wind*	Marquerite Henry
• 1950	*The Door in the Wall*	Marguerite de Angeli
• 1951	*Amos Fortune: Free Man*	Elizabeth Yates
• 1952	*Ginger Pye*	Eleanor Estes
• 1953	*Secret of the Andes*	Ann Clark
• 1954	*And Now Miguel*	Joseph Krumgold
• 1955	*The Wheel on the School*	Meindert DeJong
• 1956	*Carry on, Mr. Bowditch*	Jean Latham
• 1957	*Miracles on Maple Hill*	Virginia Sorensen
• 1958	*Rifles for Watie*	Harold Keith
• 1959	*The Witch of Blackbird Pond*	Elizabeth Speare
• 1960	*Onion John*	Joseph Krumgold
• 1961	*Island of the Blue Dolphins*	Scott O'Dell
• 1962	*The Bronze Bow*	Elizabeth Speare
• 1963	*A Wrinkle in Time*	Madeleine L'Engle
• 1964	*It's Like This, Cat*	Emily Neville

THE CALDECOTT MEDAL BOOKS

The Caldecott medal is awarded annually to the artist of the most distinguished American picture book for children published during the preceding year. The award is named after Randolph Caldecott, the famous English illustrator of books for children. The horseman on the medal is taken from one of his illustrations for *John Gilpin.* The first award was donated by Frederic G. Melcher in 1938. The selection of the book and presentation of the award are made by the Children's Services Division of the American Library Association.

• 1938	*Animals of the Bible*	Dorothy Lathrop
• 1939	*Mei Li*	Thomas Handforth
• 1940	*Abraham Lincoln*	Ingri and Edgar d'Aulaire
• 1941	*They Were Strong and Good*	Robert Lawson
• 1942	*Make Way for Ducklings*	Robert McCloskey
• 1943	*The Little House*	Virginia Burton
• 1944	*Many Moons*	Louis Slobodkin
• 1945	*Prayer for a Child*	Elizabeth Jones
• 1946	*The Rooster Crows*	Maud and Miska Petersham
• 1947	*The Little Island*	Leonard Weisgard
• 1948	*White Snow, Bright Snow*	Roger Duvoisin
• 1949	*The Big Snow*	Berta and Elmer Hader
• 1950	*Song of the Swallows*	Leo Politi
• 1951	*The Egg Tree*	Katherine Milhous
• 1952	*Finders Keepers*	Nicolas Mordvinoff
• 1953	*The Biggest Bear*	Lynd Ward
• 1954	*Madeline's Rescue*	Ludwig Bemelmans
• 1955	*Cinderella*	Marcia Brown
• 1956	*Frog Went A-Courtin*	Feodor Rojankovsky
• 1957	*A Tree is Nice*	Marc Simont
• 1958	*Time of Wonder*	Robert McCloskey
• 1959	*Chanticleer and the Fox*	Barbara Cooney
• 1960	*Nine Days to Christmas*	Marie Hall Ets
• 1961	*Baboushka and the Three Kings*	Nicolas Sidjakov
• 1962	*Once a Mouse*	Marcia Brown
• 1963	*The Snowy Day*	Ezra Keats
• 1964	*Where the Wild Things Are*	Maurice Sendak

Reading

Books About the Teaching of Reading

Bond, Guy L., *Child Growth in Reading.* Lyons and Carnahan, 1955.

De Boer, John and Dallman, Martha. *The Teaching of Reading.* Holt, Rinehart and Winston, Inc., 1960.

Durrell, Donald. *Improving Reading Instruction.* World Book Company, 1956.

Fraser, Dorothy. *Deciding What To Teach.* National Education Association, 1963.

Gray, William. *On Their Own in Reading.* Revised edition. Scott, Foresman and Company, 1960.

Harris, Albert, *How to Increase Reading Ability.* Longmans, Green and Company, 1961.

McKee, Paul. *Teaching of Reading in the Elementary Schools.* Houghton Mifflin Company, 1948.

National Society for the Study of Education. *Development in and through Reading.* 60th Yearbook, Part 1, University of Chicago Press, 1961.

Russell, David. *Children Learn to Read.* Ginn and Company, 1961.

Scott, Louise B. and Thompson, Jesse J. *Phonics.* Webster Publishing Company, 1962.

Suggested Sources of Games and Other Aids

Some of the best sources for games and activities are the teacher's manuals that accompany the basic reading series published by Allyn and Bacon, Ginn and Company, Houghton Mifflin Company, Harper and Row, and Scott, Foresman Company. Additional sources are:

Durrell, Donald and Sullivan, Helen, *Building Word Power in Primary Reading.* World Book Company, 1945.

Kottmeyer, William. *Teacher's Guide for Remedial Reading.* Webster Publishing Company, 1959.

Madison Public Schools. *Suggestions for Effective Reading Instruction.* 1959.

Russell, David and Karp, Etta. *Reading Aids Through The Grades.* Teachers College, Columbia University, 1955.

Literature

Books About Children's Literature

Arbuthnot, May Hill. *Children and Books.* Scott, Foresman and Company, 1959.

Eakin, Mary, *Good Books for Children.* University of Chicago Press, 1961.

Fenner, Phyllis, *The Proof of the Pudding.* Day, 1957.

Fenner, Phyllis, *Something Shared: Children and Books.* Day, 1959.

Larrick, Nancy, *A Parent's Guide to Children's Reading.* Doubleday, 1958.

Larrick, Nancy, *Teachers' Guide to Children's Books.* Doubleday, 1962.

Anthologies of Children's Literature

110 Favorite Children's Poems. Reilly, 1956.

Abney, Louise, *Choral Speaking Arrangements for Lower Grades.* Expression Company, 1937.

Abney, Louise, *Choral Speaking Arrangements for Upper Grades.* Expression Company, 1952.

Adams, Hilda, *Poetry Speaking Anthology, Book I and Book II.* Expression Company.

Arbuthnot, May Hill, *Time for Fairy Tales.* Revised Edition. Scott, Foresman and Company, 1961.

Arbuthnot, May Hill, *Time for Poetry.* Revised Edition. Scott, Foresman and Company, 1961.

Arbuthnot, May Hill, *Time for True Tales and Almost True.* Revised Edition. Scott, Foresman and Company, 1961.

Benet, William, *An Anthology of Famous English and American Poetry.* Modern Library, 1952

Benet, William, *Poems for Youth: An American Anthology.* Dutton, 1956.

Ciardi, John, *How Does a Poem Mean?* Houghton, 1959

Davis, Mary G., *Girls' Book of Verse, An Anthology.* Lippincott, 1952.

Fish, Helen D., *Boys' Book of Verse, An Anthology.* Lippincott, 1951.

Hubbard, Alice, *Golden Flute, An Anthology of Poetry for Young Children.* Day, 1932.

Huffard, Grace, *My Poetry Book: An Anthology of Modern Verse for Boys and Girls.* Winston, 1956.

Johnson, Edna; Scott, Carrie; and Sickels, Evelyn, *Anthology of Children's Literature.* Houghton Mifflin Company, 1948.

Rasmussen, Carrie, *Let's Say Poetry Together,* and *Let's Say Poetry Together (Intermediate).* Burgess, 1962.

Stevenson, Burton, *Home Book of Verse, American and English.* Holt, 1953.

Aids to Finding Materials

Brewton, John E. and Sara W., *Index to Children's Poetry.* H. W. Wilson Company, 1942.

Hazen, Meribah, *Subject Index to Children's Magazines.*

Literature

Children's Magazines

Boys' Life
Child Life
Highlights for Children
Jack and Jill

Periodicals for Teachers

Bulletin of Children's Book Center - University of Chicago.
Elementary English
Horn Book
School Libraries

Films

AVAILABLE IN CURRICULUM OFFICE

Loon's Necklace, color, No. F-107
Mother Goose Stories, color, No. F-119
Pablo, Boy of Mexico, No. F-136

AVAILABLE THROUGH BAVI

Andy and the Lion, 10 minutes, No. 3766
Boy of India: Rama and His Elephant, 11 minutes, No. 3739
Five Chinese Brothers, 9 minutes, color, No. 4710
Johnny Appleseed, 14 minutes, No. 2990
King Midas and the Golden Touch, 10 minutes, color, No. 1161
Magic Fish, 15 minutes, No. 3094
Make Way for Ducklings, 11 minutes, No. 3765
Mike Mulligan and his Steam Shovel, 11 minutes, color, No. 4502
Millions of Cats, 11 minutes, No. 3612
Old Ironsides, 5 minutes, No. 3875
Paul Bunyan and the Blue Ox, 5 minutes, No. 2683
Paul Revere's Ride, 10 minutes, No. 3719
Ugly Duckling, 9 minutes, color, No. 2669

AVAILABLE FROM BRITANNICA FILMS, INC.

Hare and the Tortoise, 11 minutes, No. 381
Loon's Necklace, 11 minutes, color, No. 423
Louisa May Alcott, 18 minutes, No. 459
Midnight Ride of Paul Revere, 11 minutes, color, No. 1559
Oregon Trail, 25 minutes, No. 1459
Ugly Duckling, 11 minutes, No. 581

Literature

Films (continued)

For Advanced Pupils

Robert Frost – Poems from personal experiences, 30 minutes, No. 1649. (four times Pulitzer Prize for poetry)
Carl Sandburg – Sings folk poems, 30 minutes, No. 1656. (two times Pulitzer Prize for poetry)

Filmstrips

AVAILABLE IN SCHOOL LIBRARY OFFICE

Andy and the Lion - 42 frames
Biggest Bear - 47 frames
Camel Who Took a Walk - 42 frames
Caps for Sale - 34 frames
Circus Baby - 36 frames
Georgie - 40 frames
Hercules - 52 frames
Lentil - 41 frames
Little Red Light House - 42 frames
Little Toot - 52 frames
Make Way for Ducklings - 47 frames
Mike Mulligan and his Steamshovel - 59 frames
Millions of Cats - 44 frames
Red Carpet - 56 frames
Stone Soup - 46 frames
Story of Ping - 45 frames

AVAILABLE IN CURRICULUM OFFICE

Edgar Allen Poe, No. 407
Five Chinese Brothers, No. 502
Gulliver's Travels, No. 618
Hans Clodhopper, (Hans Christian Andersen Series), No. 622
- Little Mermaid
- Shepherdess and the Chimney Sweep
- Swineherd
- Thumbelina
- Tinder Box

Hiawatha (American Legendary Heroes Series), No. 645
Joan of Arc, No. 789
Johnny Appleseed (American Folklore Series), No. 795

Literature

Filmstrips (continued)

AVAILABLE IN CURRICULUM OFFICE

Legend of Sleepy Hollow, No. 832
Little Engine That Could, No. 863
Moby Dick, No. 40
Moby Dick, No. 976
Paul Bunyan, No. 1111
Pecos Bill, No. 1113
Peter Rabbit, No. 1121
Pied Piper, No. 1129
Pinocchio, No. 1131
Puss in Boots, No. 1179
Rabbit Who Wanted Red Wings, No. 1183
Rip Van Winkle (American Legendary Heroes Series), No. 1218
Robert Bruce and the Spider, No. 1223
Robin Hood, No. 1224
Robinson Crusoe, No. 1225
Rumpelstiltskin, No. 1237
Ugly Duckling, No. 1538
William Tell, No. 1623
Golden Classic Series No. 1
- Gulliver's Travels
- King Arthur
- Moby Dick
- Robinson Crusoe

Records

AVAILABLE IN SCHOOL LIBRARY OFFICE

Alice in Wonderland (includes songs from Mother Goose— "Simple Simon", "Little Jack Horner", "There Was an Old Woman")
Baldur (A Norse Myth)
Brer Mud Turtle's Trickery (An "Uncle Remus" Story)
California Gold Rush (Landmark)
Children and Poetry by May Hill Arbuthnot (Other side - *Some of my Best Friends are Books)*
A Christmas Carol, as told by Lionel Barrymore
A Christmas Carol, as told by Basil Rathbone
Christopher Robin Songs, A. A. Milne
Cinderella
Dick Whittington and His Cat (Other side - *Rapunzel)*
Ferdinand, the Bull, told by Don Wilson
The Five Marvelous Pretzels (Other side - *The Three Nice Mice Brothers)*
The Frog - A Spanish Folk Tale

Literature

Records (continued)

AVAILABLE IN SCHOOL LIBRARY OFFICE

Great Tales and Poems of Edgar Allen Poe (Includes "The Tell-Tale Heart", "The Black Cat", "The Cask of Amontillado", 'The Oval Portrait", "The Facts in the Case of M. Valdemar", "The Fall of The House of Usher", "The Masque of the Red Death", "Shadow - A Parable", "The Raven", "Annabel Lee", "Ulalume")
Gubrand-on-the-Hillside (A Norwegian Folk Tale)
Legend of Sleepy Hollow
The King's Trumpet (Includes parts of "Call of the Shofar", "Authentic King's Tuckett", "Trumpet Voluntary", "Trumpet Concerto", "El Capitan March")
Little Toot (Record with Filmstrip)
Little Toot Lost in the Fog
Littlest Angel
Lullaby of Christmas
The Night Before Christmas (Includes "Jingle Bells", "Silent Night", "O Little Town of Bethlehem", "O Come All Ye Faithful", "Hark! The Herald Angels Sing")
Nutcracker Suite, Tchaikovsky (Includes "Overture", "Dance of the Sugar Plums", "Trepak", "Dance of the Toy Flutes", "Waltz of the Flowers")
Paul Bunyan Yarn
Paul Revere and the Minute Men
A Pecos Bill Tale
Peter Pan
The Pied Piper (Other side - *Paddy the Bakery Boy)*
Pinocchio, Carlo Collodi
Adventures of Pinocchio
Puss in Boots
Riding the Pony Express
Rip Van Winkle
Robin Hood
Silent Night (Includes - "Silent Night", "Away in a Manger", "The First Noel", "O Come, All Ye Faithful", "We Three Kings", "O Little Town of Bethlehem")
Sleeping Beauty, Gudrun Thorne
The Small One, (A Christmas Story)
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